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ABSTRACT

This document consists of four consecutive annual program evaluation reports covering the years 1991-92, 1992-93, 1993-94, 1994-95, respectively. These reports detail the results of the annual product evaluation of the federally funded Chapter 1 prekindergarten program of the Saginaw, Michigan School District. The purpose of the prekindergarten program is to provide inner-city 4-year-olds with an environment that will enable them to develop the skills needed for success in school. The paper served the following number of children in each of the year periods: 428, 433, 502, 495. The major question addressed set out to accomplish? To answer this question, evaluators used: (1) the Prekindergarten Saginaw Objective Referenced Test to assess cognitive and psychomotor objectives; and (2) a Parents as Partners Sheet to assess the amount and type of parent participation. Findings indicate that in each of the four year primers evaluated, the program met all nine objectives in the cognitive skills area and three of four objectives in the psychomotor skills area. All three objectives for parent participation were met. The reports also present recommendations for program improvement based on the evaluation results. Appendixes, which make up the bulk of the reports, include a list of the 16 program objectives, a list of program participants, and a copy of the Prekindergarten Saginaw Objective Referenced Test. (EAJ)

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EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PRODUCT EVALUATION REPORT

1991-92
1992-93
1993-94
1994/95

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

PS020755

EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PRODUCT EVALUATION REPORT

1991-92

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

PREKINDERGARTEN PROGRAM
PRODUCT EVALUATION REPORT

1991-92

An Approved Report of the

Department of Evaluation, Testing, and Research

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July, 1992

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PROGRAM DESCRIPTION

Saginaw's Prekindergarten Program, which has been in operation for the past twenty-two years, is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. The ultimate purpose of this program is to prepare inner city children, most of whom come from backgrounds that may not have equipped them with these skills, for entry into kindergarten. The program has goals and objectives (see Appendix A) that children, teachers, and parents work toward throughout the year. After a year of prekindergarten, these children should at least be on par with other children as they enter kindergarten.

This year there were approximately 428 children enrolled at 13 buildings, one of which operated a half-day session (see Appendix B for counts by site). For the eleventh consecutive year, the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) was individually administered. Selection for this year's program was based on the pre-schooler receiving a raw score of 18 or below.

The prekindergarten staff included a staff supervisor, 13 certified teachers, 13 teacher aides, a secretary, and a clerical aide. With the exception of the half-day sites, each school operated at least two sessions, one from 8:45 a.m. to 11:15 a.m., and another from 12:30 p.m. to 3:10 p.m. Class sizes varied from 8 to 21 children per half-day session.

EVALUATION PROCEDURES

This report presents the results of the product evaluation of the 1991-92 Prekindergarten Program. A process evaluation was also conducted this year, and these findings are reported in a separate report.

Product Evaluation

A product evaluation measures the end results of a particular program. The major product (or outcome) question was: Did the program attain the objectives it set out to accomplish?

To answer this question, the Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to assess student achievement (see Appendix C for a copy of PK-SORT). The PK-SORT included 31 items dealing with both psychomotor and cognitive program areas. The first 17 items measured the program's nine cognitive objectives while the remaining 14 dealt with the four fine and gross motor objectives.

The other evaluation instrument is the Parents as Partners Sheet, on which each teacher records the amount and type of parent participation that occurred during the year (objectives 14-16).

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PRESENTATION AND ANALYSIS OF PRODUCT DATA

Prekindergarten Saginaw Objective Referenced Tests (PK-SORT)

The results of the PK-SORT are presented below. PK-SORT results are reported separately for both cognitive and psychomotor subtest areas. The following results are based upon the testing of 412 pupils during April 27th through May 8, 1992. Summary post-test data for the cognitive subtest are contained in Table 1 below. The cognitive subtest measures nine objectives.

TABLE 1. SUMMARY OF NUMBER AND PERCENT OF PUPILS ATTAINING OBJECTIVES OF THE PREKINDERGARTEN SORT COGNITIVE SUBTEST MAY, 1992.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	412	390	(94.7)	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	412	396	(96.1)	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	412	324	(78.6)	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	412	315	(76.5)	Yes
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	412	319	(77.4)	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	412	407	(98.8)	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use a sentence of 5 or more words	412	397	(96.4)	Yes
8	Expressive Language: Semantics	65% of the pupils will use at least 2 of 5 elements of fluency	412	335	(81.3)	Yes
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	412	378	(91.7)	Yes

Analysis of the data contained in the above table reveals the following:

- Prekindergarten pupils attained nine of the nine (100.0%) cognitive objectives.
- The Knowledge: Logical-Mathematical-Seriation showed the lowest attainment (76.5%).
- Objective 6 (Expressive Language: Labeling) continued to demonstrate the greatest percentage of attainment (98.8%).

Summary data for the psychomotor subtest are presented in Table 2 which follows. The psychomotor subtest measures four objectives.

TABLE 2. SUMMARY OF NUMBER AND PERCENT OF PUPILS ATTAINING OBJECTIVES ON THE PREKINDERGARTEN SORT PSYCHOMOTOR SUBTEST MAY, 1992.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	412	390	(89.8)	Yes
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	412	271	(65.8)	Yes
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	412	235	(57.0)	No
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements	412	382	(92.7)	Yes

Analysis of the above data reveals the following results:

- Prekindergarten pupils attained three of the four objectives.
- Objective 12 (Representation at the Symbol Level: Specific Shapes) showed the lowest attainment (57.0%).
- Objective 13 (Gross Motor Coordination) continued to demonstrate the highest attainment (92.7%).

The presentation of cognitive and psychomotor post-test achievement data by building are shown in Appendix D.

A comparison of this year's PK-SORT post-test results with the last year is reflected in Table 3 below.

TABLE 3. COMPARISON OF THE NUMBER, PERCENT AND DIFFERENCE BETWEEN 1991 AND 1992 PUPILS ATTAINING OBJECTIVES ON THE POST-TESTING OF THE PREKINDERGARTEN SORT.

Obj. #	Objective Description	1991 Pupils N=422 Attaining Standard #	%	1992 Pupils N=403 Attaining Standard #	%	Difference Between 1991 and 1992 %
1	Physical Knowledge (80)**	389	92.2	390	94.7	+ 2.5
2	Social Knowledge (80)	396	93.8	396	96.1	+ 2.3
3	Knowledge: Classification (50)	278	65.9	324	78.6	+12.7
4	Knowledge: Logical-Mathematical-Seriation (70)	309	73.2	315	76.5	+ 3.3
5	Spatio-Temporal Knowledge: Structure of Time (50)	308	73.0	319	77.4	+ 4.4
6	Expressive Language: Labeling (85)	415	98.3	407	98.8	+ 0.5
7	Expressive Language: Mean Length of Utterance (80)	388	91.9	397	96.4	+ 4.5
8	Expressive Language: Semantics (65)	184	43.6	335	81.3	+37.7
9	Expressive Language: Plot Extension/Expansion (50)	390	92.4	378	91.7	- 0.7
10	Fine Motor Coordination (80)	368	87.2	390	89.8	+ 2.6
11	Spatio-Temporal Knowledge: Structuring of Space (Order) (65)	232	55.0	271	65.8	+10.8
12	Representation at the Symbol Level: Specific Shapes (65)	237	56.2	235	57.0	+ 0.8
13	Gross Motor Coordination (80)	385	91.2	382	92.7	+ 1.5

** Mastery criteria for each objective stated in percent.

A review of the above table indicates that:

- For 1992 compared to 1991:

  - Of the thirteen objectives, twelve showed increases while the remaining objective showed a decrease in the percent of pupils meeting the mastery criteria.

  - The decrease was - 0.7 percentage points while the increases ranged from 0.5 to 37.7 percentage points.

  - Objective 9 (Expressive Language: Plot Extension/Expansion) showed the only decrease.

Parents as Partners

Parent participation has always been an important part of the Prekindergarten Program. This component is designed to provide parents with the skills they need to become directly involved in their children's education. Parents and other members of the family frequently are quite eager to provide these learning experiences for their child. The parenting component can provide them with specific information on how their interactions can contribute to their child's development.

The parent program had three main objectives:

14. 60% of the prekindergarten families will participate in the classroom or on field trips four times per year.

15. 60% of the prekindergarten families will participate in parent meetings four times per year.

16. 80% of the prekindergarten families will complete with the child, nine home activities and return them to school.

The evaluation of this year's parenting component consisted of a year-end analysis of the data collected and recorded during the year.

Parent participation is an important component of this program. Table 4 below presents a detailed view of how the program fared on each of the three objectives.

TABLE 4. ATTAINMENT OF PRODUCT OBJECTIVE AS DETERMINED BY CUMULATIVE ANALYSIS OF SEPTEMBER, 1991 TO JUNE, 1992 PARENTS AS PARTNERS MONTHLY LOGS.

Objective Number	Total Families #	Families Meeting Standards #	%	Objective Attained
14 (60%)*	437	380	87.0	Yes
15 (60%)	437	386	88.3	Yes
16 (80%)	437	404	92.4	Yes

*Mastery criteria for each objective stated in percent.

As an analysis of the above data indicates, the parenting component was a success. All three objectives met the attainment standard. Parenting data by building can be found in Appendix E.

SUMMARY AND CONCLUSIONS

The 1991-92 Chapter 1 Prekindergarten Program served approximately 428 children at 13 elementary schools. A screening test was administered to each registrant at the beginning of the year to select the children who most needed this experience.

The Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to measure product outcomes on thirteen of the sixteen program objectives. The results show that the program attained nine of the nine (100.0%) objectives in the cognitive skills area, and three of the four objectives in the psychomotor skills area. Overall, the program was able to attain twelve (92.3%) of the thirteen objectives.

Objectiv s 14, 15, and 16 were also part of the product evaluation of this program. These objectives deal specifically with the Parents as Partners program component. Results show that the program attained all three of these objectives.

Thus, the Saginaw Prekindergarten Program was very successful in attaining 15 (93.8%) of the 16 objectives for the program. Review of the process and product evaluation data indicates certain areas where refinement or adjustments can be made in aiming toward further program improvement.

RECOMMENDATIONS

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about Chapter 1 program improvements in the following school year. These recommendations take nothing away from a program that continues to show very impressive results on an annual basis. This year being no exception.

The recommended ideas and techniques offered below stem from a perceived problem and are just one of many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem. The staff and evaluator should be brought into these discussions so that all involved feel part of the proposed new operation of the program.

1. The teachers and program supervisor should jointly explore the probable circumstances for relatively poor achievement on objective 12 and develop an instructional management system which will lead to attaining this objective. (#12 dealt with Representation at the Symbol Level: Specific Shapes).

2. The program supervisor and teaching staff should analyze the building results presented by objective, in order to formulate a plan to reduce differences in program impact across buildings.

3. Purchase the necessary items for the common set of 25 labels for teachers to use to name objects in their rooms so there will be more consistency between sites. A daily inspection by the teacher and/or aide is necessary to maintain the labels throughout the classroom.

4. The frequency of closed- to open-ended questions (approximately 56/44) seems good, similar to last years' level of 58/42. However, an inservice on how to increase the frequency of use of open-ended questions may be warranted.

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5. Because of the frequent turnover of staff, possible expansion of the program in the future, and the increasing sophistication of the preschool program, a more intensive/specific inservice training program needs to be developed so new staff can become quickly knowledgeable about common daily preschool practices and procedures. If time does not permit to do this, then the program may not meet its fullest potential.

APPENDICES

APPENDIX A

1991-92 CHAPTER 1 PREKINDERGARTEN OBJECTIVES

1. Physical Knowledge

   80% of the pupils will demonstrate properties of and display appropriate behavior for exploring properties of objects by correctly responding to 2 of 3 items.

2. Social Knowledge

   80% of the pupils will demonstrate knowledge of social roles by correctly responding to at least three of four items.

3. Knowledge: Classification

   50% of the pupils will successfully apply two criteria for sorting: color and/or form.

4. Knowledge: Logical-Mathematical-Seriation

   70% of the pupils will compare and arrange objects according to a given dimension of coordinating transitive relationships of at least one of two items of this objective.

5. Spatio-Temporal Knowledge: Structuring of Time

   50% of the pupils will respond correctly to at least 50% of the items related to temporal ordering of events.

6. Expressive Language: Labeling

   85% of the pupils will label at least four objects in the birthday party picture.

7. Expressive Language: Mean Length of Utterance

   80% of the pupils will use sentences of at least five words to describe the birthday party picture.

8. Expressive Language: Semantics

   65% of the pupils will use at least two of five elements of fluency in their description of the birthday party picture.

APPENDIX A

1991-92 CHAPTER 1 PREKINDERGARTEN OBJECTIVES (Cont.)

9. Expressive Language: Plot Extension/Expansion

   50% of the pupils will use at least one element of plot extension in their description of the birthday party picture.

10. Fine Motor Coordination

    80% of the pupils will successfully perform at least three of four activities involving hand/eye coordination.

11. Spatio-Temporal Knowledge: Structuring of Space (Order)

    65% of the pupils will correctly respond to topological relationships of order or pattern.

12. Representation at the Symbol Level: Specific Shapes

    65% of the pupils will copy successfully three of four shapes.

13. Gross Motor Coordination

    80% of pupils will successfully complete at least three of four large movements of the body.

14. Parent Participation

    60% of the adult members of the prekindergarten family will participate in school activities at least four times per year.

15. Parent Education Program: Friday Meetings

    60% of the adult members of the prekindergarten family will participate in at least four Friday meetings.

16. Parent Education Program: Home Work Activities

    80% of the adult members of the prekindergarten family will help the child complete at least nine prekindergarten home activities and return them to school.

APPENDIX B

PREKINDERGARTEN PARTICIPANTS BY BUILDING AS OF JANUARY 24, 1992.

Elementary Building	Number of Participants
E. Baillie	32
Coulter	30
Emerson	34
Nelle Haley	34
Heavenrich	34
Houghton	41
Jones	29
Longfellow	40
Jessie Loomis	34
Morley	24
Jessie Rouse	36
Salina	21
Webber Elementary	39
TOTAL	428

Prekindergarten

SAGINAW OBJECTIVE REFERENCED TEST (PK-Sort)

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Superintendent, Foster B. Gibbs, Ph.D.

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APPENDIX C

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APPENDIX C

DIRECTIONS FOR ADMINISTERING

PREKINDERGARTEN SAGINAW OBJECTIVE REFERENCED TEST (PK-SORT)

This test is to be administered on a one-to-one basis. It is important that each testing situation be essentially the same for all pupils. Very careful attention should be given to the detailed instructions that are provided in these directions, as well as the instructions that are incorporated into the test itself.

All teacher directions that are included in the test will be in parentheses ( ) and are not to be read to the pupil. The teacher should be familiar with all questions as well as the materials that are to be used in administering the test. The test kit should be checked for inclusion of a complete set of the manipulative materials and flash cards. (See Appendix A for an inventory of these materials.)

In administering the test, the teacher is to score the pupil response to each item as it is given. Each item is scored on a right or wrong basis. The content of each pupil response is to be accepted by the teacher at face value. The teacher should be careful not to provide the pupil with any verbal or non-verbal signals that might influence the pupil's thinking or eventual answer.

It is appropriate for the teacher to provide help that ensures that the pupil understands the task to be performed. In order to facilitate this understanding, each set of instructions should be given and then be repeated. Some pupils benefit from a pause or a "wait time" before they are required to give a response. It is permissable to have a pupil start over if it appears that he/she has forgotten the task, or is confused as to what to do. The pupil should be given up to 30 seconds to respond to any given item. Every

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attempt should be made to administer all items of the test to all pupils. The teacher should take as much time as reasonably necessary to complete the test. If appropriate, the test can be given over a number of days and in a number of settings.

Since the teacher is to judge the correctness or incorrectness of each pupil response, the directions for each test item contains a section on correct or acceptable responses. A clear understanding of the acceptable responses provided in the test instructions will ensure that the teacher can quickly and consistently score each item. Responses are to be scored and coded on the answer sheet as the pupil answers each question. The following symbols are to be used for scoring:

A for correct responses and

B for incorrect or no responses

A machine scoreable answer sheet will be used to record the pupil's responses. The teacher should carefully follow the procedures that are outlined in the "Directions for Completing the Prekindergarten SORT Answer Sheets". These directions will be included in the packet containing the machine scoreable answer sheets.

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APPENDIX C

PREKINDERGARTEN SORT TEST ITEMS

PART I: COGNITIVE DEVELOPMENT SUBTEST

(Remember, all statements in parentheses ( ) are intended for your use and are not to be read to the child. In recording answers on your answer sheet, you should code A = correct response and B = incorrect or no response.)

1. SAY, "Let's play a game where you have to tell me about things you cannot see."

   (Hand the pupil feely sock Number 1. It contains a metal zipper.)

   SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

   (Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

   Acceptable Responses

   -- Name of the object
   — Shape of the object
   -- Use of the object
   — Name of the material of the object
   -- Texture of the object

   SAY, "Let's take a look at it. Now, let's do another one."

   (Put away sock Number 1 making sure that the zipper is put back, take out sock Number 2.)

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2. (Hand the pupil feely sock Number 2. It contains a toothbrush.)

SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

(Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

Acceptable Responses

— Name of object
-- Shape of the object
— Use of the object
-- Name of the material of the object
— Texture of the object

SAY, "Let's take a look at it. Now, let's do another one."

(Put away Number 2 making sure that the toothbrush is put back, take out sock Number 3.)

- - - -

4. SAY, "Now let's take a look at some pictures and talk about them."

(Show the child the picture marked with the Number 4 on the back. As you are holding it follow these directions.)

SAY, "Tell me who this worker is. What does s/he do?"

(Pause for response, listening for one of the acceptable responses listed below.)

Acceptable Responses

-- Name of the role or title of the worker or
-- A description of what s/he does or how the worker helps us.

(Mark your scoring sheet accordingly.)

5-7. (Put away picture Number 4 and continue following the same directions for pictures 5, 6, and 7. Remember to mark on your scoring sheet after each question.)

- - - -

9. SAY, "In just a minute we will play a game with some circles and triangles which should be lots of fun."

(Open the envelope marked Item Number 9 and randomly place the shapes in front of the pupil. As you describe what the pupil is to do, gesture with your hands to represent two piles.)

SAY, "Put the shapes that are the same into two piles. All the shapes in each pile should be alike."

(Pause for the child to group the shapes. Make sure that the groups are correct according to the acceptable response listed below.)

Acceptable Response

— Grouping according to form

(Mark your scoring sheet accordingly.)

- -

10. SAY, "Now let's play with some toy bears. They are a family."

(Remove toy bears from envelope marked item Number 10 and allow child to play with and talk about the bear family.)

SAY, "Now, can you put this family from the biggest to the smallest?"

(Pause for the child to arrange the bears from biggest to smallest or the reverse order. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four bears from biggest to smallest or
— All four bears from smallest to biggest

(Mark your scoring sheet accordingly.)

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11. SAY, "Now let's take a look at some pictures and put them in order."

(Open the envelope marked Item 11 and randomly place the four pictures in front of the child.)

SAY, "Here are four girls. Some of the girls are tall, some are short. Put the girls in a row from tallest to shortest."

(Provide a ruler as base. Pause for the child to arrange the girls. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four pictures from tallest to shortest or
-- All four pictures from shortest to tallest

(Mark your scoring sheet accordingly.)

- - - -

12. SAY, "Let's do another story."

(Put Item 12 pictures out in order of #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

Daddy wrote a letter.
He walked to the mailbox.
He mailed the letter to his friend.

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

13. SAY, "Let's do another story."

(Put Item 13 pictures out in order #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

The boy fell in the mud.
He took a bath.
Now he is all clean!

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

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14. SAY, "I have a picture here out of a story book. It's part of the story, but the words are missing. Would you look at my picture and help me with the story?"

(Teacher hands child the picture from folder marked Number 14.)

SAY, "Tell me what you see in this picture."

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

-- Name at least four objects in picture

(Need not identify correctly)

For example:		
	dog	ball
	squirrel	cars
	boys	slide
	girls	picnic table
	baby	tree
	cup	blanket
	grandma	bottle
	sandwich	clover
	pie	flowers
	glass	chair

Incorrect Responses

— Did not talk
-- Named less than four objects
— Gave irrelevant responses

(Mark your scoring sheet accordingly.)

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(Child continues to use picture marked Number 14.)

15. SAY, "Tell me what you think is happening in the picture?"
"Can you tell me more about the picture?"

(Pause for the child to tell the story. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Uses a sentence of 5 or more words

Incorrect Responses

-- Child does not talk
-- Uses sentences of four words or less
-- Uses phrases

(Mark your scoring sheet accordingly.)

16. (Score story given for item 15 in terms of acceptable responses given below.)

Acceptable Response

-- Uses at least 3 or 5 of the listed elements of fluency. *

Incorrect Response

-- Uses less than 3 of the listed elements of fluency. *

* Fluency consists of additional responses using:

-- Modifiers (uses adjectives or adverbs.)
-- Spatial elements (uses prepositions indicating position.)
-- Number words
-- Emotional or feeling words
-- Sequence (uses phrases to describe a series of events.)

(Mark your scoring sheet accordingly.)

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17. (Child continues to hold the picture from the folder marked Number 15.)

SAY, "What do you think will happen next? What will they do when the picnic is over?"

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Child uses 1 or more of the elements listed below as a plot extension. * Any of the extensions below should be acceptable.

* Plot extension consists of:

-- Inferences
— Predictions
-- Cause and effect
— Conclusions

Incorrect Response

-- Child does not use plot extension. *

* Plot extension consists of:

-- Inferences
— Predictions
-- Cause and effect
— Conclusions

(Mark your scoring sheet accordingly and put the picture away.)

PART II: PSYCHOMOTOR ABILITIES SUBTEST

51. (From envelope marked Number 51, ask pupil to fold a 5" x 5" sheet of paper in half. Teacher demonstrates with a sample.)

SAY, "Fold the paper in half."

Acceptable Response

-- Using ruler, folds should show an accuracy + 3/8" in any direction.

(Mark scoring sheet accordingly.)

---

52. (Using the same folded sheet, ask pupil to open the sheet and cut the paper on the fold.)

SAY, "Now open the sheet and cut the paper on the fold line."

(Teacher demonstrates with his/her sample.)

Acceptable Response

-- Using ruler, cuts should be + 1/2" from the fold.

(Mark scoring sheet accordingly.)

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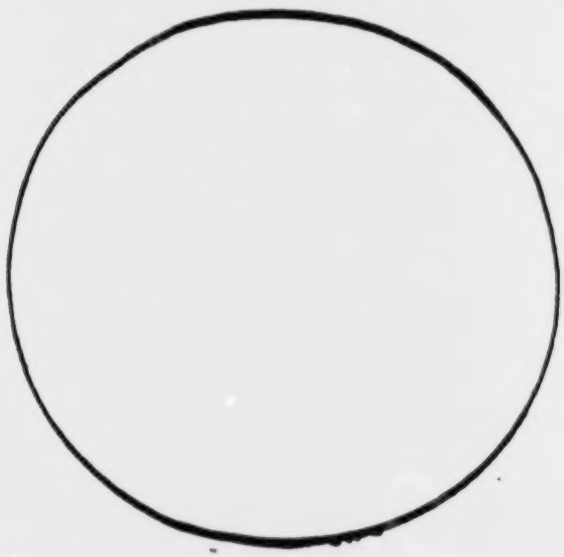
53. (Using a crayon from envelope Number 53, ask pupil to color inside the outline of the circle.)

SAY, "Color inside this circle. Color all of the circle."



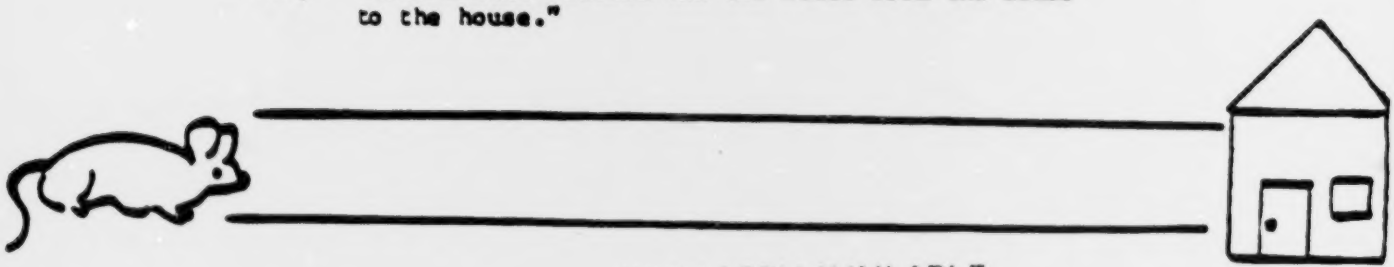
Acceptable Response

-- Using ruler, coloring marks should not exceed 1/2" at any point and approximately 2/3 rds of circle should be colored.

(Mark scoring sheet accordingly.)

54. (Using a crayon from envelope Number 54, ask pupil to draw a line between the two lines.)

SAY, "Draw a line between the two lines from the mouse to the house."



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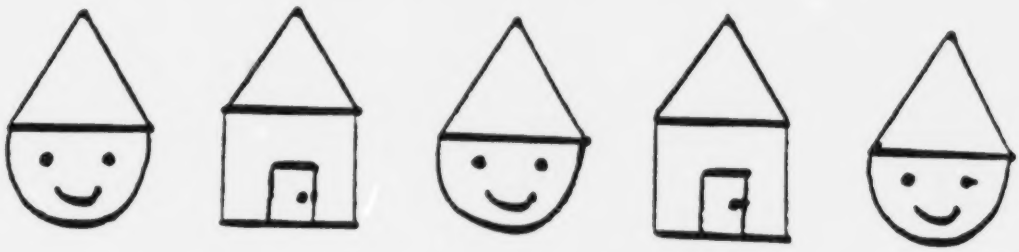
Acceptable Response

-- Crayon line must be within parallel lines and connect the mouse to the house or come within at least 1/2" of touching both the mouse and the house.

(Mark scoring sheet accordingly.)

55. (Using cut-out forms from envelope Number 55, place them on the table facing the child in the order shown below. Then take a similar set from envelope Number 55 and ask the child to make the same pattern.)

SAY, "You make your row look just like mine."



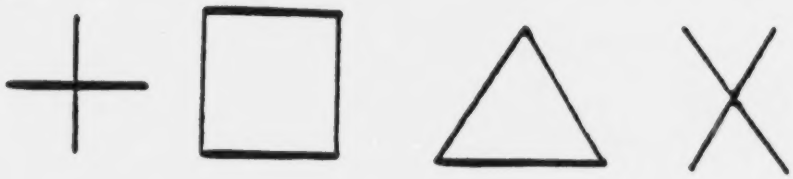
Acceptable Response

-- Linear order must be the same as the example.

(Mark scoring sheet accordingly.)

- - - -

57-60. (Using cards from envelope Number 57-60, show one card at a time in the following order. Hand an extra sheet of paper to the child to draw the figures.)



SAY, "Draw a shape like this one."

Acceptable Response

-- See Appendix B for acceptable drawings as shown in Administration and Scoring Manual for the Developmental Test of Visual Motor Integration.

---

61. (Given the directive [opportunity] to hop on one foot, the child will be able to take five consecutive hops on either foot.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

---

62. (Given a mark on the floor, the child will be able to jump over it by simultaneously lifting both feet from the floor and propelling his/her body forward and landing with feet together.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

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63. (Given a directive [opportunity] to skip, as a participant in any group activity which involves skipping, the learner will be able to skip using alternate feet, for a distance of ten or more feet.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

- - - -

APPENDIX C

ATTACHMENTS

APPENDIX C

ATTACHMENT A

PRE-SORT INVENTORY OF MATERIALS

PART I: COGNITIVE DEVELOPMENT SUBTEST

Item 1. - 1 feely sock with a zipper in it.

Item 2. - 1 feely sock with a toothbrush in it.

Item 3. - 1 feely sock with a plastic egg in it.

Items 4-7. - picture of a postman, policeman, truck driver, and snack bar attendant.

Item 8. - 4 green and 4 yellow candies (4 round and 4 rectangular)

Item 9. - 5 circles (3-3/4" diameter) and 4 triangles (3-7/8" sides)

Item 10. - 4 bears of varying heights/sizes

Item 11. - 4 girl paper dolls of varying heights/sizes and 1-12" ruler for base (9-1/2", 7-7/8", 6-1/4", and 5-1/4" tall)

Sample - 3 pictures of Mother mixing cake, baking cake, and serving cake.

Item 12. - 3 pictures of Dad writing letter, walking to mailbox, and mailing letter.

Item 13. - 3 pictures of Boy falling in mud, taking bath, and then all clean.

Item 14. - 1 picture of a picnic.

PART II - PSYCHOMOTOR DEVELOPMENT SUBTEST

Items 51-52. - ¼-inch square pieces of paper and 1 pair of scissors.

Items 53-54. - paper with a 3-inch circle and a mouse/house illustration on it. (template for 3-inch circle scoring.)

Item 55. - 4 house illustrations and
6 face illustrations.

Item 56. - 2 strips of oaktag (3" x 8-1/2") for parking lots
1 oaktag circle (5-1/8" in diameter) for setting out cars and trucks
5 sets of different colored cars and/or trucks (2 per set).

Items 57-60. - oaktag flash cards (5-1/2" x 5-1/2") of a square figure, a triangle figure, a plus sign, and an "X". multiple sheets of paper set up for students to replicate figures with four quadrants.

Item 62. - 1 strip of tape or mark on the floor is needed.

Item 64. - a 2" x 4" x 10' piece of lumber or a balance board is needed.

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APPENDIX C

ATTACHMENT B

FORM 3 Circle

Scoring Criteria

Predominantly circular lines

Age Norms
(Imitated)
2.9
(Copied)
3.0

Passing	Failing

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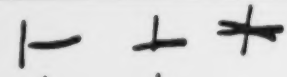
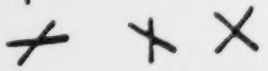
FORM 4 Vertical-Horizontal Cross

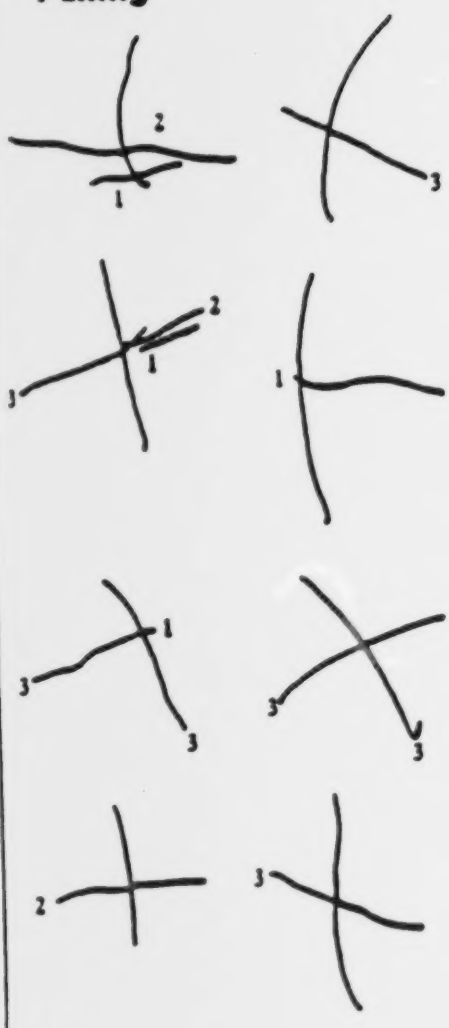
Age Norms 4;1

Scoring Criteria

1. Two fully intersecting lines	not	
2. Two continuous lines	not	
3. At least ½ of each line within 20° of its correct orientation	not	

Passing

Failing



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FORM 6 Square

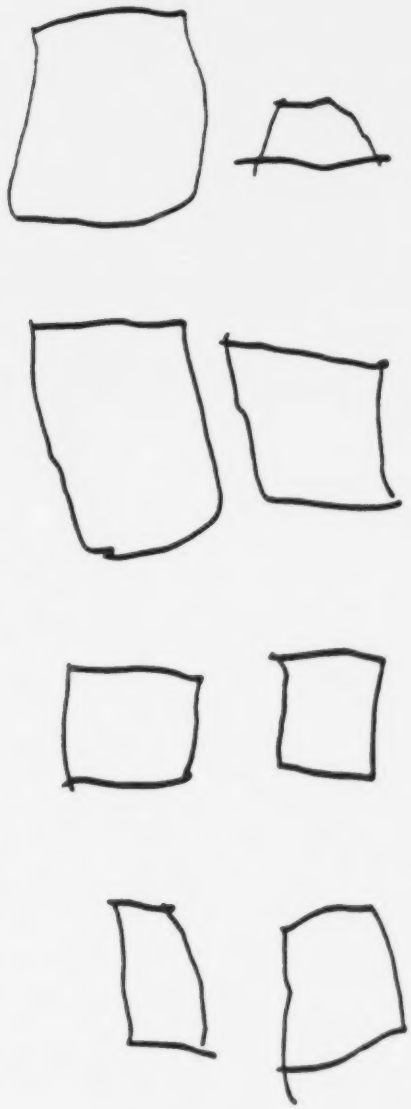
Scoring Criteria

Age Norm 4.6

Four clearly defined *sides*
(corners need not be angular)

not:

Passing

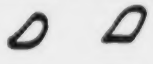


Failing

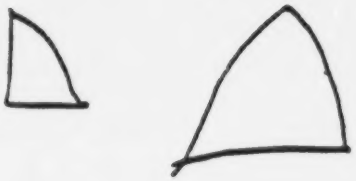
ATTACHMENT B

FORM 9 Triangle
Scoring Criteria

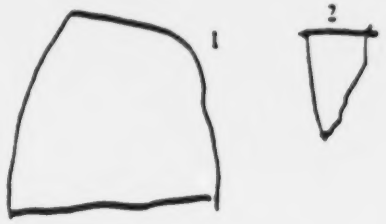
Age Norm 3.3

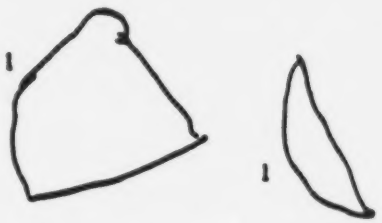
1. Three clearly defined sides	not 
2. One corner higher than others	not

Passing



Failing





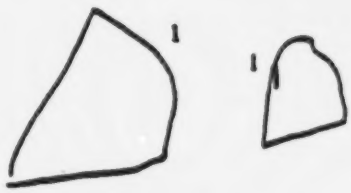


TABLE D.1. COMPARISON OF THE PERCENT OF STUDENTS AT POST-TESTING ATTAINING MASTERY ON PK-SORT OBJECTIVES BY BUILDING FOR 1991-92.

PreK SORT Objective (Crit.)*	BUILDING													PROGRAM WIDE (N=412)
	Baillie (N=32)	Coulter (N=30)	Emerson (N=33)	N. Haley (N=32)	Heavenrich (N=33)	Houghton (N=40)	Jones (N=23)	Longfellow (N=38)	Loomis (N=36)	Morley (N=24)	J. Rouse (N=38)	Salina (N=17)	Webber (N=36)	
1 (80)	96.9	96.7	87.9	93.8	97.0	100.0	100.0	94.7	86.1	95.8	92.1	94.1	97.2	94.7
2 (80)	96.9	93.3	100.0	100.0	100.0	100.0	91.3	100.0	91.7	87.5	92.1	88.2	100.0	96.1
3 (50)	53.1	86.7	48.5	59.4	93.9	95.0	78.3	92.1	75.0	70.8	89.5	88.2	86.1	78.6
4 (70)	37.5	90.0	54.5	68.8	97.0	62.5	78.3	94.7	77.8	62.5	89.5	94.1	88.9	76.5
5 (50)	87.5	80.0	78.8	68.8	93.9	52.5	73.9	81.6	77.8	87.5	68.4	70.6	88.9	77.4
6 (85)	96.9	96.7	100.0	96.9	100.0	100.0	100.0	100.0	100.0	95.8	100.0	94.1	100.0	98.8
7 (80)	96.9	96.7	100.0	78.1	100.0	100.0	95.7	100.0	100.0	95.8	94.7	88.2	100.0	96.4
8 (65)	78.1	86.7	81.8	43.8	87.9	100.0	100.0	84.2	58.3	91.7	84.2	47.1	100.0	81.3
9 (50)	71.9	83.3	100.0	93.8	97.0	100.0	95.7	97.4	91.7	87.5	84.2	82.4	100.0	91.7
10 (80)	87.5	83.3	75.8	37.5	97.0	100.0	100.0	97.4	94.4	95.8	94.7	52.9	83.3	89.8
11 (65)	62.5	86.7	42.4	62.5	81.8	77.5	82.6	71.1	63.9	54.2	57.9	41.1	61.1	65.8
12 (65)	21.9	43.3	39.4	65.7	57.6	92.5	65.2	71.1	80.6	75.0	31.6	35.3	50.0	57.0
13 (80)	87.5	83.3	100.0	87.5	90.9	92.5	100.0	97.4	97.2	87.5	92.1	94.1	94.4	92.7

*Represents criteria for each objective.

APPENDIX E

TABLE E.1. SUMMARY OF NUMBER AND PERCENT OF PREKINDERGARTEN FAMILIES ATTAINING OBJECTIVES REGARDING THE PARENTS AS PARTNERS COMPONENT BY BUILDING, 1991-92.

School	Number of Students Enrolled*	Parent Participation Objective 14		Parent Meetings Objective 15		Homework Activities Objective 16	
		#	%	#	%	#	%
Baillie	31	27	(87.1)	29	(93.5)	27	(87.1)
Coulter	31	27	(87.1)	28	(90.3)	26	(83.9)
Emerson	36	31	(86.1)	32	(88.9)	27	(75.0)
Haley	33	29	(87.9)	25	(75.8)	30	(90.9)
Heavenrich	34	31	(91.2)	34	(100.0)	34	(100.0)
Houghton	41	39	(95.1)	39	(95.1)	40	(97.6)
Jones	28	27	(96.4)	28	(100.0)	28	(100.0)
Longfellow	41	36	(87.8)	39	(95.1)	41	(100.0)
Loomis	41	38	(92.7)	34	(82.9)	41	(100.0)
Morley	24	24	(100.0)	24	(100.0)	24	(100.0)
Rouse	37	31	(83.8)	28	(75.5)	30	(81.1)
Salina	20	6	(30.0)	8	(40.0)	16	(80.0)
Webber El.	40	34	(85.0)	38	(95.0)	40	(100.0)
TOTAL	437**	380	(87.0)+	386	(88.3)+	404	(92.4)+

*Number of students enrolled and attending program for at least four months.
**While some students were enrolled at more than one site during that year, each individual student was counted only once in these statistics.

+Objective attainment:

--Parent participation by at least 60% for at least four school activities.
--Parent meetings by at least 60% for at least four Friday meetings.
--Homework activities by at least 80% for at least nine home activities.

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EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PRODUCT EVALUATION REPORT

1992-93

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

PREKINDERGARTEN PROGRAM
PRODUCT EVALUATION REPORT

1992-93

An Approved Report of the

Department of Evaluation, Testing, and Research

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Barry E. Quimper, Director
Evaluation, Testing & Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

July, 1993

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PROGRAM DESCRIPTION

Saginaw's Prekindergarten Program, which has been in operation for the past twenty-three years, is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. The ultimate purpose of this program is to prepare inner city children, most of whom come from backgrounds that may not have equipped them with these skills, for entry into kindergarten. The program has goals and objectives (see Appendix A) that children, teachers, and parents work toward throughout the year. After a year of prekindergarten, these children should at least be on par with other children as they enter kindergarten.

This year there were approximately 433 children enrolled at 13 buildings, Webber Elementary 1.5 full-time equivalent classrooms (see Appendix B for counts by site). For the twelfth consecutive year, the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) was individually administered. Selection for this year's program was based on the pre-schooler receiving a raw score of 18 or below.

The prekindergarten staff included a staff supervisor, 14 certified teachers, 13 teacher aides, a secretary, and a clerical aide. With the exception of the half-day sites, each school operated at least two sessions, one from 8:45 a.m. to 11:15 a.m., and another from 12:30 p.m. to 3:10 p.m. Class sizes varied from 10 to 20 children per half-day session.

EVALUATION PROCEDURES

This report presents the results of the product evaluation of the 1992-93 Prekindergarten Program. A process evaluation was also conducted this year, and these findings are reported in a separate report.

Product Evaluation

A product evaluation measures the end results of a particular program. The major product (or outcome) question was: Did the program attain the objectives it set out to accomplish?

To answer this question, the Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to assess student achievement (see Appendix C for a copy of PK-SORT). The PK-SORT included 31 items dealing with both psychomotor and cognitive program areas. The first 17 items measured the program's nine cognitive objectives while the remaining 14 dealt with the four fine and gross motor objectives.

The other evaluation instrument is the Parents as Partners Sheet, on which each teacher records the amount and type of parent participation that occurred during the year (objectives 14-16). Due to the mobility of children into and out of the program, a decision rule was developed to define the mastery criteria for less than a school year's attendance related to objectives 14-16 (see Appendix D for the decision rules).

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PRESENTATION AND ANALYSIS OF PRODUCT DATA

Prekindergarten Saginaw Objective Referenced Tests (PK-SORT)

The results of the PK-SORT are presented below. PK-SORT results are reported separately for both cognitive and psychomotor subtest areas. The following results are based upon the testing of over 400 pupils during May 3-18, 1993. Summary post-test data for the cognitive subtest are contained in Table 1 below. The cognitive subtest measures nine objectives.

TABLE 1. SUMMARY OF NUMBER AND PERCENT OF PUPILS ATTAINING OBJECTIVES OF THE PREKINDERGARTEN SORT COGNITIVE SUBTEST
MAY, 1993.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	426	407	(95.5)	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	426	419	(98.4)	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	426	326	(76.5)	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	426	323	(75.8)	Yes
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	426	342	(80.3)	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	426	426	(100.0)	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use a sentence of 5 or more words	426	408	(95.8)	Yes
8	Expressive Language: Semantics	65% of the pupils will use at least 2 of 5 elements of fluency	426	352	(82.6)	Yes
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	426	406	(95.3)	Yes

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Analysis of the data contained in the above table reveals the following:

- Prekindergarten pupils attained nine of the nine (100.0%) cognitive objectives.
- The Knowledge: Logical-Mathematical-Seriation showed the lowest attainment (75.8%).
- Objective 6 (Expressive Language: Labeling) continued to demonstrate the greatest percentage of attainment (100.0%).

Summary data for the psychomotor subtest are presented in Table 2 which follows. The psychomotor subtest measures four objectives.

TABLE 2. SUMMARY OF NUMBER AND PERCENT OF PUPILS ATTAINING OBJECTIVES ON THE PREKINDERGARTEN SORT PSYCHOMOTOR SUBTEST MAY, 1993.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	426	393	(92.2)	Yes
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	426	297	(69.7)	Yes
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	426	248	(58.2)	No
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements	426	409	(96.0)	Yes

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Analysis of the above data reveals the following results:

- Prekindergarten pupils attained three of the four objectives (75.0%).
- Objective 12 (Representation at the Symbol Level: Specific Shapes) showed the lowest attainment (58.2%).
- Objective 13 (Gross Motor Coordination) continued to demonstrate the highest attainment (96.0%).

The presentation of cognitive and psychomotor post-test achievement data by building are shown in Appendix E.

A comparison of this year's PK-SORT post-test results with the last year is reflected in Table 3 below.

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TABLE 3. COMPARISON OF THE NUMBER, PERCENT AND DIFFERENCE BETWEEN 1992 AND 1993 PUPILS ATTAINING OBJECTIVES ON THE POST-TESTING OF THE PREKINDERGARTEN SORT.

Obj. #	Objective Description	1992 Pupils N=412 Attaining Standard		1993 Pupils N=426 Attaining Standard		Difference Between 1992 and 1993
		#	%	#	%	%
1	Physical Knowledge (80)**	390	94.7	407	95.5	+ 0.8
2	Social Knowledge (80)	396	96.1	419	98.4	+ 2.3
3	Knowledge: Classification (50)	324	78.6	326	76.5	- 2.1
4	Knowledge: Logical-Mathematical-Seriation (70)	315	76.5	323	75.8	- 0.7
5	Spatio-Temporal Knowledge: Structure of Time (50)	319	77.4	342	80.3	+ 2.9
6	Expressive Language: Labeling (85)	407	98.8	426	100.0	+ 1.2
7	Expressive Language: Mean Length of Utterance (80)	397	96.4	408	95.8	- 0.6
8	Expressive Language: Semantics (65)	335	81.3	352	82.6	+ 1.3
9	Expressive Language: Plot Extension/Expansion (50)	378	91.7	406	95.3	+ 3.6
10	Fine Motor Coordination (80)	390	89.8	393	92.2	+ 2.4
11	Spatio-Temporal Knowledge: Structuring of Space (Order) (65)	271	65.8	297	69.7	+ 3.9
12	Representation at the Symbol Level: Specific Shapes (65)	235	57.0	248	58.2	+ 1.2
13	Gross Motor Coordination (80)	382	92.7	409	96.0	+ 3.3

** Mastery criteria for each objective stated in percent.

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A review of the above table indicates that:

- For 1992 compared to 1993:

  - Of the thirteen objectives, ten showed increases while the remaining three objectives showed decreases in the percent of pupils meeting the mastery criteria.

  - The decreases ranged from -0.6 to -2.1 percentage points while the inceases ranged from 0.8 to 3.9 percentage points.

  - Objectives 3 (Knowledge: Classification), 4 (Knowledge: Logical-Mathematical-Seriation), and 7 (Expressive Language: Mean Length of Utterance) showed decreases of -2.1, -0.7, and -0.6 respectively.

Parents as Partners

Parent participation has always been an important part of the Prekindergarten Program. This component is designed to provide parents with the skills they need to become directly involved in their children's education. Parents and other members of the family frequently are quite eager to provide these learning experiences for their child. The parenting component can provide them with specific information on how their interactions can contribute to their child's development.

The parent program had three main objectives:

14. 60% of the prekindergarten families will participate in the classroom or on field trips four times per year.

15. 60% of the prekindergarten families will participate in parent meetings four times per year.

16. 80% of the prekindergarten families will complete with the child, nine home activities and return them to school.

The evaluation of this year's parenting component consisted of a year-end analysis of the data collected and recorded during the year.

Parent participation is an important component of this program. Table 4 below presents a detailed view of how the program fared on each of the three objectives.

TABLE 4. ATTAINMENT OF PRODUCT OBJECTIVE AS DETERMINED BY CUMULATIVE ANALYSIS OF SEPTEMBER, 1992 TO JUNE, 1993 PARENTS AS PARTNERS MONTHLY LOGS.

Objective Number	Total Families #	Families Meeting Standards #	%	Objective Attained
14 (60%)*	433	355	82.0	Yes
15 (60%)	433	395	91.7	Yes
16 (80%)	433	417	96.3	Yes

*Mastery criteria for each objective stated in percent.

As an analysis of the above data indicates, the parenting component was a success. All three objectives met the attainment standard. Parenting data by building can be found in Appendix F.

SUMMARY AND CONCLUSIONS

The 1992-93 Chapter I Prekindergarten Program served approximately 433 children at 13 elementary schools. A screening test was administered to each registrant at the beginning of the year to select the children who most needed this experience.

The Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to measure product outcomes on thirteen of the sixteen program objectives. The results show that the program attained nine of the nine (100.0%) objectives in the cognitive skills area, and three of the four (75.0%) objectives in the psychomotor skills area. Overall, the program was able to attain twelve (92.3%) of the thirteen objectives.

Objectives 14, 15, and 16 were also part of the product evaluation of this program. These objectives deal specifically with the Parents as Partners program component. Results show that the program attained all three of these objectives.

Thus, the Saginaw Prekindergarten Program was very successful in attaining 15 (93.8%) of the 16 objectives for the program. Review of the process and product evaluation data indicates certain areas where refinement or adjustments can be made in aiming toward further program improvement.

RECOMMENDATIONS

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about Chapter 1 program improvements in the following school year. These recommendations take nothing away from a program that continues to show very impressive results on an annual basis. This year being no exception.

The recommended ideas and techniques offered below stem from a perceived problem and are just one of many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem. The staff and evaluator should be brought into these discussions so that all involved feel part of the proposed new operation of the program.

1. The teachers and program supervisor should jointly explore the probable circumstances for relatively poor achievement on objective 12 and develop an instructional management system which will lead to attaining this objective, (#12 dealt with Representation at the Symbol Level: Specific Shapes).

2. The program supervisor and teaching staff should analyze the building results presented by objective, in order to formulate a plan to reduce differences in program impact across buildings.

3. Purchase the necessary items for the common set of 25 labels for teachers to use to name objects in their rooms so there will be more consistency between sites. A daily inspection by the teacher and/or aide is necessary to maintain the labels throughout the classroom.

4. The frequency of exact statement to restatement with extension of students by teacher (50/50) seems good, however, a target of 40/60 would help encourage more language for children. An inservice on how to increase the frequency of restatement of student produced responses with extension may be warranted.

5. Parents need to be exposed, as well as, teachers and aides re-exposed to the basics of encouraging oral language production in preschoolers through challenging them in relation to their experience and environment. Listed below are a set of readings in this area that may be useful for parents, teachers, and aides. Copies/ reprints of these articles are available upon request from the Department of Testing, Evaluation, and Research and the bibliography at the end of this report gives further details related to each article.

   -- Burke's article entitled "The ABC Snake": A Language Story,

   -- Fuch's paper entitled "Pre-Reading and Reading Skills in Pre-schools: A Preliminary Report,

   -- Genishi's article titled "Children's Language: Learning Words from Experience,"

   -- Koeller's writing called "Challenging Language Experiences: The Project Approach vs. 'Reeling and Writhing,'

   -- Krogh's Chapter 4 in The Integrated Early Childhood Curriculum,

   -- Lazarus' article called "What Children Know and Teach About Language Competence",

   -- Ostrosky and Kaiser's article entitled "Pre-school Classroom Enrvironments That Promote Communication," and

   -- Schickedanz and Sullivan on "Mom, What Does U-F-F Spell?

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APPENDICES

APPENDIX A

1992-93 CHAPTER 1 PREKINDERGARTEN OBJECTIVES

1. Physical Knowledge

   80% of the pupils will demonstrate properties of and display appropriate behavior for exploring properties of objects by correctly responding to 2 of 3 items.

2. Social Knowledge

   80% of the pupils will demonstrate knowledge of social roles by correctly responding to at least three of four items.

3. Knowledge: Classification

   50% of the pupils will successfully apply two criteria for sorting: color and/or form.

4. Knowledge: Logical-Mathematical-Seriation

   70% of the pupils will compare and arrange objects according to a given dimension of coordinating transitive relationships of at least one of two items of this objective.

5. Spatio-Temporal Knowledge: Structuring of Time

   50% of the pupils will respond correctly to at least 50% of the items related to temporal ordering of events.

6. Expressive Language: Labeling

   85% of the pupils will label at least four objects in the birthday party picture.

7. Expressive Language: Mean Length of Utterance

   80% of the pupils will use sentences of at least five words to describe the birthday party picture.

8. Expressive Language: Semantics

   65% of the pupils will use at least two of five elements of fluency in their description of the birthday party picture.

APPENDIX A

1992-93 CHAPTER 1 PREKINDERGARTEN OBJECTIVES (Cont.)

9. Expressive Language: Plot Extension/Expansion

   50% of the pupils will use at least one element of plot extension in their description of the birthday party picture.

10. Fine Motor Coordination

    80% of the pupils will successfully perform at least three of four activities involving hand/eye coordination.

11. Spatio-Temporal Knowledge: Structuring of Space (Order)

    65% of the pupils will correctly respond to topological relationships of order or pattern.

12. Representation at the Symbol Level: Specific Shapes

    65% of the pupils will copy successfully three of four shapes.

13. Gross Motor Coordination

    80% of pupils will successfully complete at least three of four large movements of the body.

14. Parent Participation

    60% of the adult members of the prekindergarten family will participate in school activities at least four times per year.

15. Parent Education Program: Friday Meetings

    60% of the adult members of the prekindergarten family will participate in at least four Friday meetings.

16. Parent Education Program: Home Work Activities

    80% of the adult members of the prekindergarten family will help the child complete at least nine prekindergarten home activities and return them to school.

APPENDIX B

PREKINDERGARTEN PARTICIPANTS BY BUILDING AS OF DECEMBER 4, 1992.

Elementary Building	Number of Participants
E. Baillie	24
Coulter	28
Emerson	37
Nelle Haley	31
Heavenrich	39
Houghton	37
Jones	28
Longfellow	40
Jessie Loomis	40
Morley	20
Jessie Rouse	33
Salina	17
Webber Elementary	59
TOTAL	433

Prekindergarten

SAGINAW OBJECTIVE REFERENCED TEST (PK-Sort)

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Superintendent, Foster B. Gibbs, Ph.D.

Rev. 0390

APPENDIX C

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APPENDIX C

DIRECTIONS FOR ADMINISTERING

PREKINDERGARTEN SAGINAW OBJECTIVE REFERENCED TEST (PK-SORT)

This test is to be administered on a one-to-one basis. It is important that each testing situation be essentially the same for all pupils. Very careful attention should be given to the detailed instructions that are provided in these directions, as well as the instructions that are incorporated into the test itself.

All teacher directions that are included in the test will be in parentheses ( ) and are not to be read to the pupil. The teacher should be familiar with all questions as well as the materials that are to be used in administering the test. The test kit should be checked for inclusion of a complete set of the manipulative materials and flash cards. (See Appendix A for an inventory of these materials.)

In administering the test, the teacher is to score the pupil response to each item as it is given. Each item is scored on a right or wrong basis. The content of each pupil response is to be accepted by the teacher at face value. The teacher should be careful not to provide the pupil with any verbal or non-verbal signals that might influence the pupil's thinking or eventual answer.

It is appropriate for the teacher to provide help that ensures that the pupil understands the task to be performed. In order to facilitate this understanding, each set of instructions should be given and then be repeated. Some pupils benefit from a pause or a "wait time" before they are required to give a response. It is permissable to have a pupil start over if it appears that he/she has forgotten the task, or is confused as to what to do. The pupil should be given up to 30 seconds to respond to any given item. Every

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attempt should be made to administer all items of the test to all pupils. The teacher should take as much time as reasonably necessary to complete the test. If appropriate, the test can be given over a number of days and in a number of settings.

Since the teacher is to judge the correctness or incorrectness of each pupil response, the directions for each test item contains a section on correct or acceptable responses. A clear understanding of the acceptable responses provided in the test instructions will ensure that the teacher can quickly and consistently score each item. Responses are to be scored and coded on the answer sheet as the pupil answers each question. The following symbols are to be used for scoring:

A for correct responses and

B for incorrect or no responses

A machine scoreable answer sheet will be used to record the pupil's responses. The teacher should carefully follow the procedures that are outlined in the "Directions for Completing the Prekindergarten SORT Answer Sheets". These directions will be included in the packet containing the machine scoreable answer sheets.

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APPENDIX C

PREKINDERGARTEN SORT TEST ITEMS

PART I: COGNITIVE DEVELOPMENT SUBTEST

(Remember, all statements in parentheses ( ) are intended for your use and are not to be read to the child. In recording answers on your answer sheet, you should code A = correct response and B = incorrect or no response.)

1. SAY, "Let's play a game where you have to tell me about things you cannot see."

   (Hand the pupil feely sock Number 1. It contains a metal zipper.)

   SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

   (Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

   Acceptable Responses

   -- Name of the object
   -- Shape of the object
   -- Use of the object
   -- Name of the material of the object
   -- Texture of the object

   SAY, "Let's take a look at it. Now, let's do another one."

   (Put away sock Number 1 making sure that the zipper is put back, take out sock Number 2.)

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2. (Hand the pupil feely sock Number 2. It contains a toothbrush.)

SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

(Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

Acceptable Responses

— Name of object
-- Shape of the object
— Use of the object
-- Name of the material of the object
— Texture of the object

SAY, "Let's take a look at it. Now, let's do another one."

(Put away Number 2 making sure that the toothbrush is put back, take out sock Number 3.)

- - - -

4. SAY, "Now let's take a look at some pictures and talk about them."

(Show the child the picture marked with the Number 4 on the back. As you are holding it follow these directions.)

SAY, "Tell me who this worker is. What does s/he do?"

(Pause for response, listening for one of the acceptable responses listed below.)

Acceptable Responses

-- Name of the role or title of the worker or
-- A description of what s/he does or how the worker helps us.

(Mark your scoring sheet accordingly.)

5-7. (Put away picture Number 4 and continue following the same directions for pictures 5, 6, and 7. Remember to mark on your scoring sheet after each question.)

- - - -

9. SAY, "In just a minute we will play a game with some circles and triangles which should be lots of fun."

(Open the envelope marked Item Number 9 and randomly place the shapes in front of the pupil. As you describe what the pupil is to do, gesture with your hands to represent two piles.)

SAY, "Put the shapes that are the same into two piles. All the shapes in each pile should be alike."

(Pause for the child to group the shapes. Make sure that the groups are correct according to the acceptable response listed below.)

Acceptable Response

— Grouping according to form

(Mark your scoring sheet accordingly.)

- -

10. SAY, "Now let's play with some toy bears. They are a family."

(Remove toy bears from envelope marked item Number 10 and allow child to play with and talk about the bear family.)

SAY, "Now, can you put this family from the biggest to the smallest?"

(Pause for the child to arrange the bears from biggest to smallest or the reverse order. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four bears from biggest to smallest or
— All four bears from smallest to biggest

(Mark your scoring sheet accordingly.)

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11. SAY, "Now let's take a look at some pictures and put them in order."

(Open the envelope marked Item 11 and randomly place the four pictures in front of the child.)

SAY, "Here are four girls. Some of the girls are tall, some are short. Put the girls in a row from tallest to shortest."

(Provide a ruler as base. Pause for the child to arrange the girls. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four pictures from tallest to shortest or
-- All four pictures from shortest to tallest

(Mark your scoring sheet accordingly.)

- -

SAMPLE EXERCISE

SAY, "We are going to look at some pictures. We're going to talk about what happens first, next, and last."

(Open envelope marked "Sample, 12 and 13". Take out pictures for sample item. Lay pictures on table in order of #1, #2, #3, left to right, facing child.)

SAY, "Let's do this together. Listen to the story."

Mother mixed up a cake.
She put it into the oven to bake.
Then the cake is ready to eat.

SAY, "Show me the picture that happened first."

(Pause for answer and correct if he/she has not understood directions.)

SAY, "Show me the picture that happened next."

(Pause for answer and correct child if he/she has not understood.)

SAY, "Show me the picture that happened last."

(If child gives incorrect sequence, teacher tells the story and presents pictures in correct sequence.)

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12. SAY, "Let's do another story."

(Put Item 12 pictures out in order of #1, #2, #3, left or right, facing child.)

SAY, "Listen to the story."

Daddy wrote a letter.
He walked to the mailbox.
He mailed the letter to his friend.

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

13. SAY, "Let's do another story."

(Put Item 13 pictures out in order #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

The boy fell in the mud.
He took a bath.
Now he is all clean!

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

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14. SAY, "I have a picture here out of a story book. It's part of the story, but the words are missing. Would you look at my picture and help me with the story?"

(Teacher hands child the picture from folder marked Number 14.)

SAY, "Tell me what you see in this picture."

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

-- Name at least four objects in picture

(Need not identify correctly)

For example:

dog	ball
squirrel	cars
boys	slide
girls	picnic table
baby	tree
cup	blanket
grandma	bottle
sandwich	clover
pie	flowers
glass	chair

Incorrect Responses

— Did not talk
-- Named less than four objects
— Gave irrelevant responses

(Mark your scoring sheet accordingly.)

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(Child continues to use picture marked Number 14.)

15. SAY: "Tell me what you think is happening in the picture?"
"Can you tell me more about the picture?"

(Pause for the child to tell the story. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Uses a sentence of 5 or more words

Incorrect Responses

-- Child does not talk
-- Uses sentences of four words or less
-- Uses phrases

(Mark your scoring sheet accordingly.)

16. (Score story given for item 15 in terms of acceptable responses given below.)

Acceptable Response

-- Uses at least 3 or 5 of the listed elements of fluency. *

Incorrect Response

-- Uses less than 3 of the listed elements of fluency. *

* Fluency consists of additional responses using:

-- Modifiers (uses adjectives or adverbs.)
-- Spatial elements (uses prepositions indicating position.)
-- Number words
-- Emotional or feeling words
-- Sequence (uses phrases to describe a series of events.)

(Mark your scoring sheet accordingly.)

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17. (Child continues to hold the picture from the folder marked Number 15.)

SAY, "What do you think will happen next? What will they do when the picnic is over?"

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Child uses 1 or more of the elements listed below as a plot extension. * Any of the extensions below should be acceptable.

* Plot extension consists of:

-- Inferences
— Predictions
-- Cause and effect
— Conclusions

Incorrect Response

-- Child does not use plot extension. *

* Plot extension consists of:

-- Inferences
— Predictions
-- Cause and effect
— Conclusions

(Mark your scoring sheet accordingly and put the picture away.)

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APPENDIX C

PART II: PSYCHOMOTOR ABILITIES SUBTEST

51. (From envelope marked Number 51, ask pupil to fold a 5" x 5" sheet of paper in half. Teacher demonstrates with a sample.)

SAY, "Fold the paper in half."

Acceptable Response

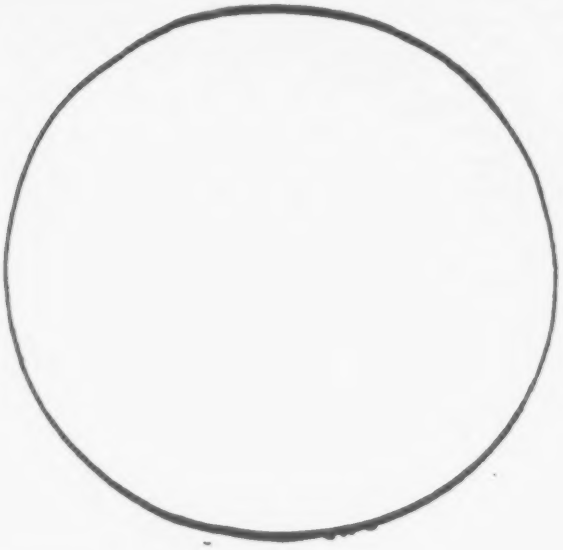
-- Using ruler, folds should show an accuracy + 3/8" in any direction.

(Mark scoring sheet accordingly.)

- - - -

53. (Using a crayon from envelope Number 53, ask pupil to color inside the outline of the circle.)

SAY, "Color inside this circle. Color all of the circle."



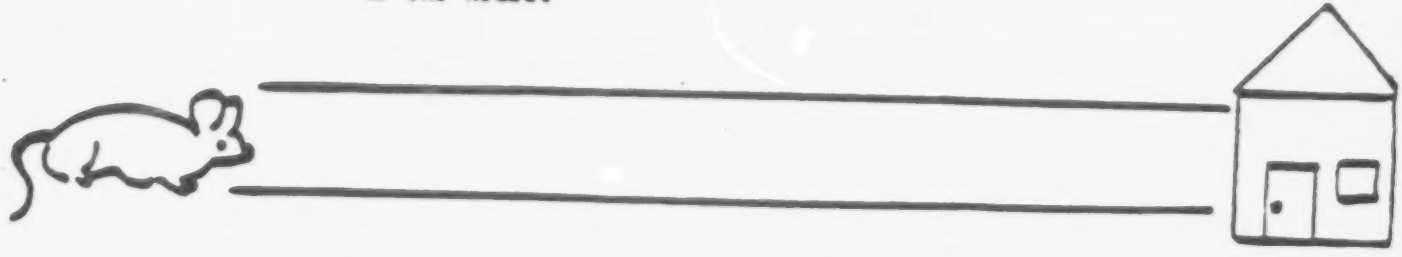
Acceptable Response

-- Using ruler, coloring marks should not exceed 1/2" at any point and approximately 2/3 rds of circle should be colored.

(Mark scoring sheet accordingly.)

54. (Using a crayon from envelope Number 54, ask pupil to draw a line between the two lines.)

SAY, "Draw a line between the two lines from the mouse to the house."



Acceptable Response

-- Crayon line must be within parallel lines and connect the mouse to the house or come within at least 1/2" of touching both the mouse and the house.

(Mark scoring sheet accordingly.)

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55. (Using cut-out forms from envelope Number 55, place them on the table facing the child in the order shown below. Then take a similar set from envelope Number 55 and ask the child to make the same pattern.)

SAY, "You make your row look just like mine."

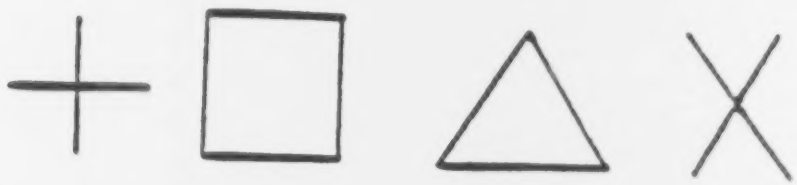
Acceptable Response

-- Linear order must be the same as the example.

(Mark scoring sheet accordingly.)

- - - -

57-60. (Using cards from envelope Number 57-60, show one card at a time in the following order. Hand an extra sheet of paper to the child to draw the figures.)



SAY, "Draw a shape like this one."

Acceptable Response

-- See Appendix B for acceptable drawings as shown in Administration and Scoring Manual for the Developmental Test of Visual Motor Integration.

---

61. (Given the directive [opportunity] to hop on one foot, the child will be able to take five consecutive hops on either foot.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

---

62. (Given a mark on the floor, the child will be able to jump over it by simultaneously lifting both feet from the floor and propelling his/her body forward and landing with feet together.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

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63. (Given a directive [opportunity] to skip, as a participant in any group activity which involves skipping, the learner will be able to skip using alternate feet, for a distance of ten or more feet.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

- - - -

APPENDIX C

ATTACHMENTS

APPENDIX C

ATTACHMENT A

PK-SORT INVENTORY OF MATERIALS

PART I: COGNITIVE DEVELOPMENT SUBTEST

Item 1. - 1 feely sock with a zipper in it.

Item 2. - 1 feely sock with a toothbrush in it.

Item 3. - 1 feely sock with a plastic egg in it.

Items 4-7. - picture of a postman, policeman, truck driver, and snack bar attendant.

Item 8. - 4 green and 4 yellow candies (4 round and 4 rectangular)

Item 9. - 5 circles (3-3/4" diameter) and 4 triangles (3-7/8" sides)

Item 10. - 4 bears of varying heights/sizes

Item 11. - 4 girl paper dolls of varying heights/sizes and 1-12" ruler for base (9-1/2", 7-7/8", 6-1/4", and 5-1/4" tall)

Sample - 3 pictures of Mother mixing cake, baking cake, and serving cake.

Item 12. - 3 pictures of Dad writing letter, walking to mailbox, and mailing letter.

Item 13. - 3 pictures of Boy falling in mud, taking bath, and then all clean.

Item 14. - 1 picture of a picnic.

PART II - PSYCHOMOTOR DEVELOPMENT SUBTEST

Items 51-52. - 5-inch square pieces of paper and 1 pair of scissors.

Items 53-54. - paper with a 3-inch circle and a mouse/house illustration on it. (template for 3-inch circle scoring.)

Item 55. - 4 house illustrations and
6 face illustrations.

Item 56. - 2 strips of oaktag (3" x 8-1/2") for parking lots
1 oaktag circle (5-1/8" in diameter) for setting out cars and trucks
5 sets of different colored cars and/or trucks (2 per set).

Items 57-60. - oaktag flash cards (5-1/2" x 5-1/2") of a square figure, a triangle figure, a plus sign, and an "X". multiple sheets of paper set up for students to replicate figures with four quadrants.

Item 62. - 1 strip of tape or mark on the floor is needed.

Item 64. - a 2" x 4" x 10' piece of lumber or a balance board is needed.

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APPENDIX C

ATTACHMENT B

FORM 3 Circle

Scoring Criteria

Predominantly circular lines

Age Norms
(Imitated)
2.9
(Copied)
3.0

Passing

Failing

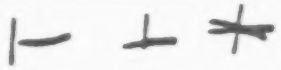
APPENDIX C

ATTACHMENT B

FORM 4 Vertical-Horizontal Cross

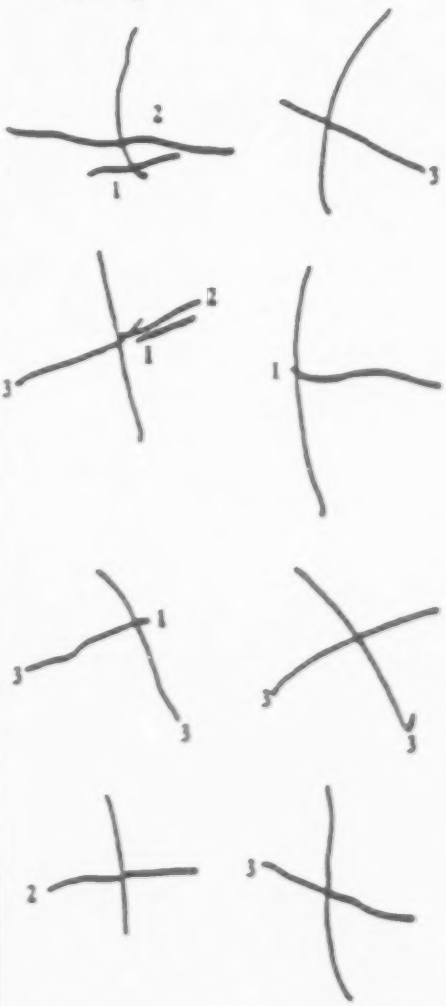
Age Norm 4;1

Scoring Criteria

1. Two fully intersecting lines	not	
2. Two continuous lines	not	
3. At least ½ of each line within 20° of its correct orientation	not	

Passing

Failing



91

APPENDIX C

ATTACHMENT B

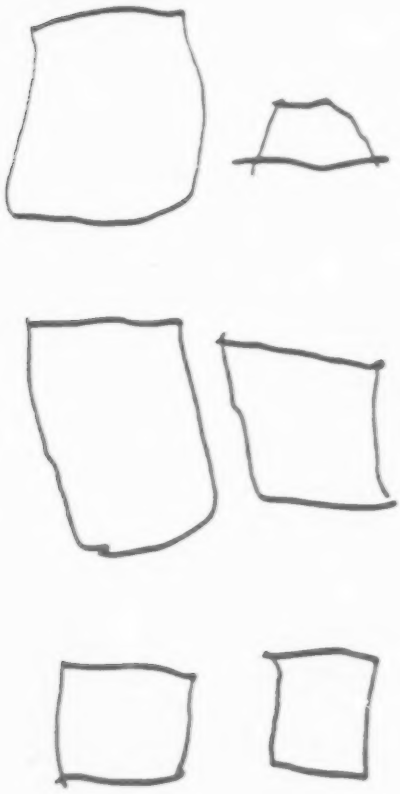
FORM 6 Square

Scoring Criteria

Age Norm 4.6

Four clearly defined *sides* (corners need not be angular) — not

Passing

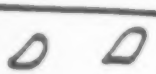
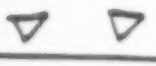


Failing

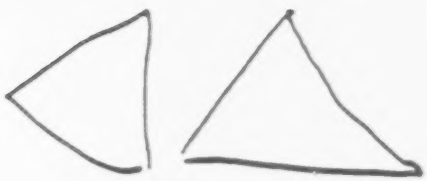
FORM 9 Triangle

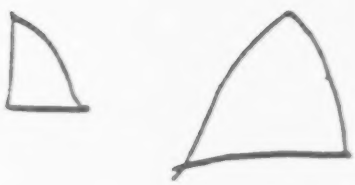
Scoring Criteria

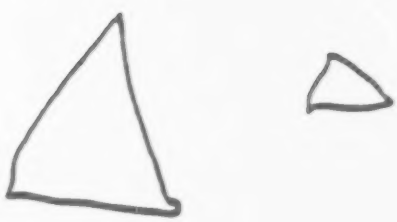
Age Norms 5.3

1. Three clearly defined sides	not	
2. One corner higher than others	not	

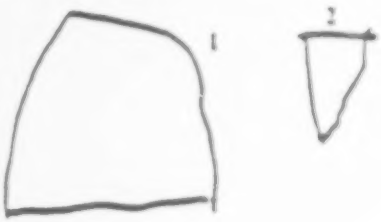
Passing

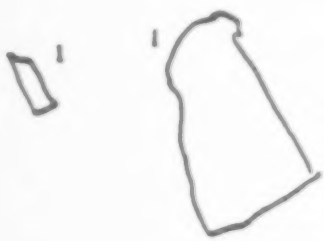


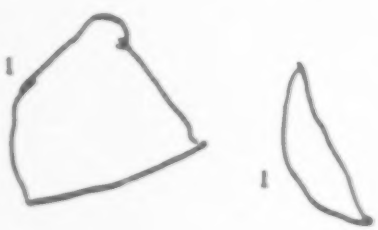




Failing







APPENDIX D

DECISION RULES

Prekindergarten/MECEP Tally Sheets

- To be counted, students must have attended program at least four months; counted at the school at which data is reported ("moved to" is not counted unless data of "receiving" school does not contain "moved" student).

- To be counted as attaining individual standard:

  - Half year:

    -- At least two occurrences "helps in the classroom"
    -- At least two occurrences "meetings"
    -- At least five occurrences "home activities"

  - Whole year ($\geq$ 6 months in program)

    -- At least four occurrences "helps in classroom"
    -- At least four occurrences "meetings"
    -- At least nine occurrences "home activities"

TABLE E.1. COMPARISON OF THE PERCENT OF STUDENTS AT POST-TESTING ATTAINING MASTERY ON PK-SORT OBJECTIVES BY BUILDING FOR 1992-93.

PreK SORT Objective (Crit.)*	BUILDING														PROGRAM WIDE (N=426)
	Baillie (N=29)	Coulter (N=28)	Emerson (N=36)	N. Haley (N=30)	Heavenrich (N=38)	Houghton (N=37)	Jones (N=31)	Longfellow (N=36)	Loomis (N=37)	Morley (N=20)	J. Rouse (N=33)	Salina (N=16)	Webber I (N=36)	Webber II (N=19)	
1 (80)	96.6	100.0	91.7	100.0	97.4	100.0	96.8	97.2	89.2	100.0	97.0	68.8	97.2	94.7	95.5
2 (80)	100.0	96.4	100.0	100.0	100.0	100.0	93.5	100.0	94.6	100.0	97.0	93.8	100.0	100.0	98.4
3 (50)	65.5	96.4	63.9	30.0	89.5	94.6	74.2	80.6	54.0	85.0	97.0	87.5	88.9	63.2	76.5
4 (70)	58.6	89.3	63.9	30.0	92.1	73.0	71.0	97.2	75.7	65.0	93.9	87.5	83.3	73.7	75.8
5 (50)	89.6	96.4	77.8	66.7	89.5	67.6	67.7	91.7	86.5	80.0	63.6	75.0	91.7	73.7	80.3
6 (85)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
7 (80)	96.6	100.0	100.0	66.7	100.0	100.0	93.5	100.0	91.9	100.0	93.9	100.0	100.0	100.0	95.8
8 (65)	82.8	96.4	75.0	40.0	89.5	100.0	90.3	91.7	54.0	95.0	72.7	75.0	100.0	100.0	82.6
9 (50)	93.1	96.4	97.2	96.7	86.8	100.0	93.5	100.0	97.3	95.0	87.9	93.8	100.0	94.7	95.3
10 (80)	93.1	92.8	88.9	90.0	100.0	97.3	100.0	94.4	75.7	100.0	87.9	68.8	97.2	100.0	92.2
11 (65)	37.9	92.8	41.7	60.0	78.9	67.6	90.3	86.1	64.9	85.0	78.8	25.0	86.1	57.9	69.7
12 (65)	20.7	57.1	41.7	56.7	78.9	91.9	38.7	52.8	70.3	45.0	45.4	56.3	80.6	57.9	58.2
13 (80)	86.2	100.0	97.2	96.7	97.4	100.0	90.3	100.0	97.3	85.0	97.0	93.8	100.0	94.7	96.0

*Represents criteria for each objective.

APPENDIX F

TABLE F.1. SUMMARY OF NUMBER AND PERCENT OF PREKINDERGARTEN FAMILIES ATTAINING OBJECTIVES REGARDING THE PARENTS AS PARTNERS COMPONENT BY BUILDING, 1992-93.

School	Number of Students Enrolled*	Parent Participation Objective 14		Parent Meetings Objective 15		Homework Activities Objective 16	
		#	%	#	%	#	%
Baillie	29	24	(82.6)	23	(79.3)	27	(93.1)
Coulter	28	27	(96.4)	28	(100.0)	27	(96.4)
Emerson	37	28	(75.7)	30	(81.1)	36	(97.3)
Haley	29	16	(55.2)	19	(65.5)	25	(86.2)
Heavenrich	38	34	(89.5)	35	(92.1)	38	(100.0)
Houghton	37	36	(97.2)	37	(100.0)	37	(100.0)
Jones	34	32	(94.1)	34	(100.0)	34	(100.0)
Longfellow	36	28	(77.8)	35	(97.2)	35	(97.2)
Loomis	39	36	(92.3)	37	(94.9)	39	(100.0)
Morley	21	18	(85.7)	19	(90.5)	20	(95.2)
Rouse	35	31	(88.6)	35	(100.0)	33	(94.3)
Salina	16	13	(81.2)	12	(75.0)	13	(81.2)
Webber I	35	33	(94.3)	34	(97.1)	35	(100.0)
Webber II	19	17	(89.5)	17	(89.5)	18	(94.7)
TOTAL	433**	355	(82.0)+	395	(91.2)+	417	(96.3)+

*Number of students enrolled and attending program for at least four months.
**While some students were enrolled at more than one site during that year, each individual student was counted only once in these statistics.

+Objective attainment:

--Parent participation by at least 60% for at least four school activities.
--Parent meetings by at least 60% for at least four Friday meetings.
--Homework activities by at least 80% for at least nine home activities.
(See Appendix D for additional decision rules.)

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EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PRODUCT EVALUATION REPORT

1993-94

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

PREKINDERGARTEN PROGRAM
PRODUCT EVALUATION REPORT

1993-94

An Approved Report of the

Department of Evaluation, Testing, and Research

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Barry E. Quimper, Director
Evaluation, Testing & Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

June, 1994

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PROGRAM DESCRIPTION

Saginaw's Prekindergarten Program, which has been in operation for the past twenty-four years, is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. The ultimate purpose of this program is to prepare inner city children, most of whom come from backgrounds that may not have equipped them with these skills, for entry into kindergarten. The program has goals and objectives (see Appendix A) that children, teachers, and parents work toward throughout the year. After a year of prekindergarten, these children should at least be on par with other children as they enter kindergarten.

This year there were approximately 502 children enrolled at 14 buildings (Edith Baillie, Coulter, Emerson, Nelle Haley, Heavenrich, Houghton, Jones, Longfellow, Longstreet, Jessie Loomis, Morley-p.m. only, Jessie Rouse, Salina-a.m. only, and Webber Elementary 1.5 full-time equivalent classrooms. See Appendix B for counts by site. For the thirteenth consecutive year, the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) was individually administered. Selection for this year's program was based on the pre-schooler receiving a raw score of 18 or below.

The prekindergarten staff included a staff supervisor, 15 certified teachers, 15 teacher aides, and a clerical aide. With the exception of the half-day sites, each school operated at least two sessions, one from 8:50 a.m. to 11:33 a.m., and another from 12:33 p.m. to 2:55 p.m. Class sizes varied from 13 to 21 children per half-day session.

EVALUATION PROCEDURES

This report presents the results of the product evaluation of the 1993-94 Prekindergarten Program. A process evaluation was also conducted this year, and these findings are reported in a separate report.

Product Evaluation

A product evaluation measures the end results of a particular program. The major product (or outcome) question was: Did the program attain the objectives it set out to accomplish?

To answer this question, the Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to assess student achievement (see Appendix C for a copy of PK-SORT). The PK-SORT included 31 items dealing with both psychomotor and cognitive program areas. The first 17 items measured the program's nine cognitive objectives while the remaining 14 dealt with the four fine and gross motor objectives.

The other evaluation instrument is the Parents as Partners Sheet, on which each teacher records the amount and type of parent participation that occurred during the year (objectives 14-16). Due to the mobility of children into and out of the program, a decision rule was developed to define the mastery criteria for less than a school year's attendance related to objectives 14-16 (see Appendix D for the decision rules).

PRESENTATION AND ANALYSIS OF PRODUCT DATA

Prekindergarten Saginaw Objective Referenced Tests (PK-SORT)

The results of the PK-SORT are presented below. PK-SORT results are reported separately for both cognitive and psychomotor subtest areas. The following results are based upon the testing of over 475 pupils during April 27-May 19, 1994. Summary post-test data for the cognitive subtest are contained in Table 1 below. The cognitive subtest measures nine objectives.

Table 1

Pupils Attaining Objectives of the Prekindergarten SORT Cognitive Subtest

Obj. #	Objective Description	Standard	Pupils Attaining Standard #	Pupils Attaining Standard %	Attainment of Objective
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	433	(90.5)	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	453	(94.8)	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	364	(76.2)	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	362	(75.7)	Yes
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	394	(82.4)	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	473	(99.0)	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use a sentence of 5 or more words	452	(94.6)	Yes
8	Expressive Language: Semantics	65% of the pupils will use at least 2 of 5 elements of fluency	393	(82.2)	Yes
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	433	(90.6)	Yes

Note. N=478.

Analysis of the data contained in the above table reveals the following:

- Prekindergarten pupils attained nine of the nine (100.0%) cognitive objectives.
- The Knowledge: Logical-Mathematical-Seriation showed the lowest attainment (75.7%).
- Objective 6 (Expressive Language: Labeling) continued to demonstrate the greatest percentage of attainment (99.0%).

Summary data for the psychomotor subtest are presented in Table 2 which follows. The psychomotor subtest measures four objectives.

Table 2

Pupils Attaining Objectives on the Prekindergarten SORT Psychomotor Subtest

Obj. #	Objective Description	Standard	Pupils Attaining Standard #	Pupils Attaining Standard %	Attainment of Objective
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	450	(94.1)	Yes
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	313	(65.5)	Yes
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	262	(54.8)	No
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movement	440	(92.0)	Yes

Note. N=478.

Analysis of the above data reveals the following results:

- Prekindergarten pupils attained three of the four objectives (75.0%).
- Objective 12 (Representation at the Symbol Level: Specific Shapes) showed the lowest attainment (54.8%).
- Objective 10 (Fine Motor Coordination) demonstrated the highest attainment (94.1%).

The presentation of cognitive and psychomotor post-test achievement data by building are shown in Appendix E.

A comparison of this year's PK-SORT post-test results with the last year is reflected in Table 3 below.

Table 3

Difference Between 1993 and 1994 Pupil Attainments on Prekindergarten SORT

Obj. #	Objective Description	1993 Pupils Attaining Standard #	1993 Pupils Attaining Standard %	1994 Pupils Attaining Standard #	1994 Pupils Attaining Standard %	Difference Between 1993 and 1994 %
1	Physical Knowledge (80)[a]	407	95.5	433	90.6	- 4.6
2	Social Knowledge (80)	419	98.4	453	94.8	- 3.6
3	Knowledge: Classification (50)	326	76.5	364	76.2	- 0.3
4	Knowledge: Logical-Mathematical-Seriation (70)	323	75.8	362	75.7	- 0.1
5	Spatio-Temporal Knowledge: Structure of Time (50)	342	80.3	394	82.4	+ 2.1
6	Expressive Language: Labeling (85)	426	100.0	373	99.0	- 1.0
7	Expressive Language: Mean Length of Utterance (80)	408	95.8	452	94.6	- 1.2
8	Expressive Language: Semantics (65)	352	82.6	393	82.2	- 0.4
9	Expressive Language: Plot Extension/Expansion (50)	406	95.3	433	90.6	- 4.7
10	Fine Motor Coordination (80)	393	92.2	450	94.1	+ 1.9
11	Spatio-Temporal Knowledge: Structuring of Space (Order) (65)	297	69.7	313	65.5	- 4.2
12	Representation at the Symbol Level: Specific Shapes (65)	248	58.2	262	54.8	- 3.4
13	Gross Motor Coordination (80)	409	96.0	440	92.0	- 4.0

Note. N=426 for 1993. N=478 for 1994.

[a]Mastery criteria for each objective stated in percent.

A review of the above table indicates that:

- For 1993 compared to 1994:

  - Of the 13 objectives, two showed increases while the remaining 11 objectives showed mostly minor decreases in the percent of pupils meeting the mastery criteria.

  - The decreases ranged from -0.1 to -4.7 percentage points while the inceases ranged from 1.9 to 2.1 percentage points.

  - The largest decrease was shown by Objective 9 (Expressive Language: Plot Extension Expansion (-4.7).

  - Overall, most of the objective attainments are well above the stated criteria and the observed decreases are most probably due to variations in the new cohort rather than a general trend of the program.

Parents as Partners

Parent participation has always been an important part of the Prekindergarten Program. This component is designed to provide parents with the skills they need to become directly involved in their children's education. Parents and other members of the family frequently are quite eager to provide these learning experiences for their child. The parenting component can provide them with specific information on how their interactions can contribute to their child's development.

The parent program had three main objectives:

14. 60% of the prekindergarten families will participate in the classroom or on field trips four times per year.

15. 60% of the prekindergarten families will participate in parent meetings four times per year.

16. 80% of the prekindergarten families will complete with the child, nine home activities and return them to school.

The evaluation of this year's parenting component consisted of a year-end analysis of the data collected and recorded during the year.

Parent participation is an important component of this program. Table 4 below presents a detailed view of how the program fared on each of the three objectives.

Table 4

Attainment of Parents as Partners Objectives

Objective Number	Families Meeting Standards #	%	Objective Attained
14 (60%)[a]	433	81.7	Yes
15 (60%)	456	86.0	Yes
16 (80%)	495	93.4	Yes

Note. N=530 families.

[a]Mastery criteria for each objective stated in percent.

As an analysis of the above data indicates, the parenting component was a success. All three objectives met the attainment standard. Parenting data by building can be found in Appendix F.

SUMMARY AND CONCLUSIONS

The 1993-94 Chapter 1 Prekindergarten Program served approximately 502 children at 13 elementary schools. A screening test was administered to each registrant at the beginning of the year to select the children who most needed this experience.

The Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to measure product outcomes on thirteen of the sixteen program objectives. The results show that the program attained nine of the nine (100.0%) objectives in the cognitive skills area, and three of the four (75.0%) objectives in the psychomotor skills area. Overall, the program was able to attain twelve (92.3%) of the thirteen objectives.

Objectives 14, 15, and 16 were also part of the product evaluation of this program. These objectives deal specifically with the Parents as Partners program component. Results show that the program attained all three of these objectives.

Thus, the Saginaw Prekindergarten Program was very successful in attaining 15 (93.8%) of the 16 objectives for the program. Review of the process and product evaluation data indicates certain areas where refinement or adjustments can be made in aiming toward further program improvement.

RECOMMENDATIONS

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about Chapter 1 program improvements in the following school year. These recommendations take nothing away from a program that continues to show very impressive results on an annual basis. This year being no exception.

The recommended ideas and techniques offered below stem from a perceived problem and are just one of many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem. The staff and evaluator should be brought into these discussions so that all involved feel part of the proposed new operation of the program.

1. The teachers and program supervisor should jointly explore the probable circumstances for relatively poor achievement on objective 12 and develop an instructional management system which will lead to attaining this objective, (#12 dealt with Representation at the Symbol Level: Specific Shapes).

2. The program supervisor and teaching staff should analyze the building results presented by objective, in order to formulate a plan to reduce differences in program impact across buildings.

3. Purchase the necessary items for the common set of 25 labels for teachers to use to name objects in their rooms so there will be more consistency between sites. A daily inspection by the teacher and/or aide is necessary to maintain the labels throughout the classroom.

4. With respect to language enhancement activities, the frequency of exact statement to restatement with extension of students by teacher (70/30) seems fair/poor, however, a target of 50/50 would help encourage more language for children. An inservice on how to increase the frequency of restatement of student produced reponses with extension may be warranted.

APPENDICES

APPENDIX A

1993-94 CHAPTER 1 PREKINDERGARTEN OBJECTIVES

1. Physical Knowledge

   80% of the pupils will demonstrate properties of and display appropriate behavior for exploring properties of objects by correctly responding to 2 of 3 items.

2. Social Knowledge

   80% of the pupils will demonstrate knowledge of social roles by correctly responding to at least three of four items.

3. Knowledge: Classification

   50% of the pupils will successfully apply two criteria for sorting: color and/or form.

4. Knowledge: Logical-Mathematical-Seriation

   70% of the pupils will compare and arrange objects according to a given dimension of coordinating transitive relationships of at least one of two items of this objective.

5. Spatio-Temporal Knowledge: Structuring of Time

   50% of the pupils will respond correctly to at least 50% of the items related to temporal ordering of events.

6. Expressive Language: Labeling

   85% of the pupils will label at least four objects in the birthday party picture.

7. Expressive Language: Mean Length of Utterance

   80% of the pupils will use sentences of at least five words to describe the birthday party picture.

8. Expressive Language: Semantics

   65% of the pupils will use at least two of five elements of fluency in their description of the birthday party picture.

APPENDIX A

1993-94 CHAPTER 1 PREKINDERGARTEN OBJECTIVES (Cont.)

9. Expressive Language: Plot Extension/Expansion

   50% of the pupils will use at least one element of plot extension in their description of the birthday party picture.

10. Fine Motor Coordination

    80% of the pupils will successfully perform at least three of four activities involving hand/eye coordination.

11. Spatio-Temporal Knowledge: Structuring of Space (Order)

    65% of the pupils will correctly respond to topological relationships of order or pattern.

12. Representation at the Symbol Level: Specific Shapes

    65% of the pupils will copy successfully three of four shapes.

13. Gross Motor Coordination

    80% of pupils will successfully complete at least three of four large movements of the body.

14. Parent Participation

    60% of the adult members of the prekindergarten family will participate in school activities at least four times per year.

15. Parent Education Program: Friday Meetings

    60% of the adult members of the prekindergarten family will participate in at least four Friday meetings.

16. Parent Education Program: Home Work Activities

    80% of the adult members of the prekindergarten family will help the child complete at least nine prekindergarten home activities and return them to school.

APPENDIX B

PREKINDERGARTEN PARTICIPANTS BY BUILDING AS OF SEPTEMBER 28, 1993

Elementary Building	Number of Participants
E. Baillie	40
Coulter	26
Emerson	40
Nelle Haley	35
Heavenrich	39
Houghton	41
Jones	33
Longfellow	38
Longstreet	35
Jessie Loomis	41
Morley	20
Jessie Rouse	37
Salina	20
Webber Elementary	57
TOTAL	502

Prekindergarten

SAGINAW OBJECTIVE REFERENCED TEST (PK-Sort)

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Superintendent, Foster B. Gibbs, Ph.D.

Rev. 0598

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APPENDIX C

DIRECTIONS FOR ADMINISTERING

PREKINDERGARTEN SAGINAW OBJECTIVE REFERENCED TEST (PK-SORT)

This test is to be administered on a one-to-one basis. It is important that each testing situation be essentially the same for all pupils. Very careful attention should be given to the detailed instructions that are provided in these directions, as well as the instructions that are incorporated into the test itself.

All teacher directions that are included in the test will be in parentheses ( ) and are not to be read to the pupil. The teacher should be familiar with all questions as well as the materials that are to be used in administering the test. The test kit should be checked for inclusion of a complete set of the manipulative materials and flash cards. (See Appendix A for an inventory of these materials.)

In administering the test, the teacher is to score the pupil response to each item as it is given. Each item is scored on a right or wrong basis. The content of each pupil response is to be accepted by the teacher at face value. The teacher should be careful not to provide the pupil with any verbal or non-verbal signals that might influence the pupil's thinking or eventual answer.

It is appropriate for the teacher to provide help that ensures that the pupil understands the task to be performed. In order to facilitate this understanding, each set of instructions should be given and then be repeated. Some pupils benefit from a pause or a "wait time" before they are required to give a response. It is permissable to have a pupil start over if it appears that he/she has forgotten the task, or is confused as to what to do. The pupil should be given up to 30 seconds to respond to any given item. Every

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attempt should be made to administer all items of the test to all pupils. The teacher should take as much time as reasonably necessary to complete the test. If appropriate, the test can be given over a number of days and in a number of settings.

Since the teacher is to judge the correctness or incorrectness of each pupil response, the directions for each test item contains a section on correct or acceptable responses. A clear understanding of the acceptable responses provided in the test instructions will ensure that the teacher can quickly and consistently score each item. Responses are to be scored and coded on the answer sheet as the pupil answers each question. The following symbols are to be used for scoring:

A for correct responses and

B for incorrect or no responses

A machine scoreable answer sheet will be used to record the pupil's responses. The teacher should carefully follow the procedures that are outlined in the "Directions for Completing the Prekindergarten SORT Answer Sheets". These directions will be included in the packet containing the machine scoreable answer sheets.

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APPENDIX C

PRE-KINDERGARTEN SORT TEST ITEMS

PART I: COGNITIVE DEVELOPMENT SUBTEST

(Remember, all statements in parentheses ( ) are intended for your use and are not to be read to the child. In recording answers on your answer sheet, you should code A = correct response and B = incorrect or no response.)

1. SAY, "Let's play a game where you have to tell me about things you cannot see."

   (Hand the pupil feely sock Number 1. It contains a metal zipper.)

   SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

   (Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

   Acceptable Responses

   -- Name of the object
   -- Shape of the object
   -- Use of the object
   -- Name of the material of the object
   -- Texture of the object

   SAY, "Let's take a look at it. Now, let's do another one."

   (Put away sock Number 1 making sure that the zipper is put back, take out sock Number 2.)

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2. (Hand the pupil feely sock Number 2. It contains a toothbrush.)

SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

(Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

Acceptable Responses

— Name of object
-- Shape of the object
— Use of the object
-- Name of the material of the object
— Texture of the object

SAY, "Let's take a look at it. Now, let's do another one."

(Put away Number 2 making sure that the toothbrush is put back, take out sock Number 3.)

- - - -

4. SAY, "Now let's take a look at some pictures and talk about them."

(Show the child the picture marked with the Number 4 on the back. As you are holding it follow these directions.)

SAY, "Tell me who this worker is. What does s/he do?"

(Pause for response, listening for one of the acceptable responses listed below.)

Acceptable Responses

-- Name of the role or title of the worker or
— A description of what s/he does or how the worker helps us.

(Mark your scoring sheet accordingly.)

5-7. (Put away picture Number 4 and continue following the same directions for pictures 5, 6, and 7. Remember to mark on your scoring sheet after each question.)

- - - -

9. SAY, "In just a minute we will play a game with some circles and triangles which should be lots of fun."

(Open the envelope marked Item Number 9 and randomly place the shapes in front of the pupil. As you describe what the pupil is to do, gesture with your hands to represent two piles.)

SAY, "Put the shapes that are the same into two piles. All the shapes in each pile should be alike."

(Pause for the child to group the shapes. Make sure that the groups are correct according to the acceptable response listed below.)

Acceptable Response

— Grouping according to form

(Mark your scoring sheet accordingly.)

- -

10. SAY, "Now let's play with some toy bears. They are a family."

(Remove toy bears from envelope marked item Number 10 and allow child to play with and talk about the bear family.)

SAY, "Now, can you put this family from the biggest to the smallest?"

(Pause for the child to arrange the bears from biggest to smallest or the reverse order. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four bears from biggest to smallest or
— All four bears from smallest to biggest

(Mark your scoring sheet accordingly.)

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11. SAY, "Now let's take a look at some pictures and put them in order."

(Open the envelope marked Item 11 and randomly place the four pictures in front of the child.)

SAY, "Here are four girls. Some of the girls are tall, some are short. Put the girls in a row from tallest to shortest."

(Provide a ruler as base. Pause for the child to arrange the girls. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four pictures from tallest to shortest or
-- All four pictures from shortest to tallest

(Mark your scoring sheet accordingly.)

- -

SAMPLE EXERCISE

SAY, "We are going to look at some pictures. We're going to talk about what happens first, next, and last."

(Open envelope marked "Sample, 12 and 13". Take out pictures for sample item. Lay pictures on table in order of #1, #2, #3, left to right, facing child.)

SAY, "Let's do this together. Listen to the story."

Mother mixed up a cake.
She put it into the oven to bake.
Then the cake is ready to eat.

SAY, "Show me the picture that happened first."

(Pause for answer and correct if he/she has not understood directions.)

SAY, "Show me the picture that happened next."

(Pause for answer and correct child if he/she has not understood.)

SAY, "Show me the picture that happened last."

(If child gives incorrect sequence, teacher tells the story and presents pictures in correct sequence.)

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12. SAY, "Let's do another story."

(Put Item 12 pictures out in order of #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

Daddy wrote a letter.
He walked to the mailbox.
He mailed the letter to his friend.

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

13. SAY, "Let's do another story."

(Put Item 13 pictures out in order #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

The boy fell in the mud.
He took a bath.
Now he is all clean!

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

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14. SAY, "I have a picture here out of a story book. It's part of the story, but the words are missing. Would you look at my picture and help me with the story?"

(Teacher hands child the picture from folder marked Number 14.)

SAY, "Tell me what you see in this picture."

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

-- Name at least four objects in picture

(Need not identify correctly)

For example:

dog	ball
squirrel	cars
boys	slide
girls	picnic table
baby	tree
cup	blanket
grandma	bottle
sandwich	clover
pie	flowers
glass	chair

Incorrect Responses

— Did not talk
-- Named less than four objects
— Gave irrelevant responses

(Mark your scoring sheet accordingly.)

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(Child continues to use picture marked Number 14.)

15. SAY: "Tell me what you think is happening in the picture?"
"Can you tell me more about the picture?"

(Pause for the child to tell the story. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Uses a sentence of 5 or more words

Incorrect Responses

— Child does not talk
-- Uses sentences of four words or less
— Uses phrases

(Mark your scoring sheet accordingly.)

16. (Score story given for item 15 in terms of acceptable responses given below.)

Acceptable Response

-- Uses at least 3 or 5 of the listed elements of fluency. *

Incorrect Response

-- Uses less than 3 of the listed elements of fluency. *

* Fluency consists of additional responses using:

— Modifiers (uses adjectives or adverbs.)
-- Spatial elements (uses prepositions indicating position.)
-- Number words
-- Emotional or feeling words
— Sequence (uses phrases to describe a series of events.)

(Mark your scoring sheet accordingly.)

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17. (Child continues to hold the picture from the folder marked Number 15.)

SAY, "What do you think will happen next? What will they do when the picnic is over?"

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Child uses 1 or more of the elements listed below as a plot extension. * Any of the extensions below should be acceptable.

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

Incorrect Response

-- Child does not use plot extension. *

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

(Mark your scoring sheet accordingly and put the picture away.)

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PART II: PSYCHOMOTOR ABILITIES SUBTEST

51. (From envelope marked Number 51, ask pupil to fold a 5" x 5" sheet of paper in half. Teacher demonstrates with a sample.)

SAY, "Fold the paper in half."

Acceptable Response

-- Using ruler, folds should show an accuracy + 3/8" in any direction.

(Mark scoring sheet accordingly.)

- -

52. (Using the same folded sheet, ask pupil to open the sheet and cut the paper on the fold.)

SAY, "Now open the sheet and cut the paper on the fold line."

(Teacher demonstrates with his/her sample.)

Acceptable Response

-- Using ruler, cuts should be + 1/2" from the fold.

(Mark scoring sheet accordingly.)

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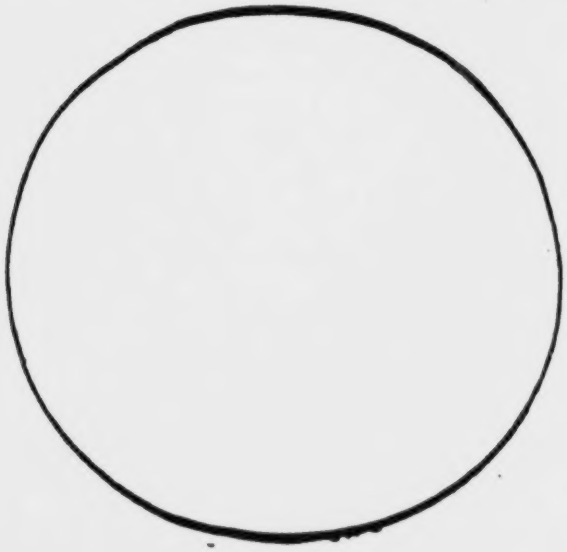
33. (Using a crayon from envelope Number 33, ask pupil to color inside the outline of the circle.)

SAY, "Color inside this circle. Color all of the circle."



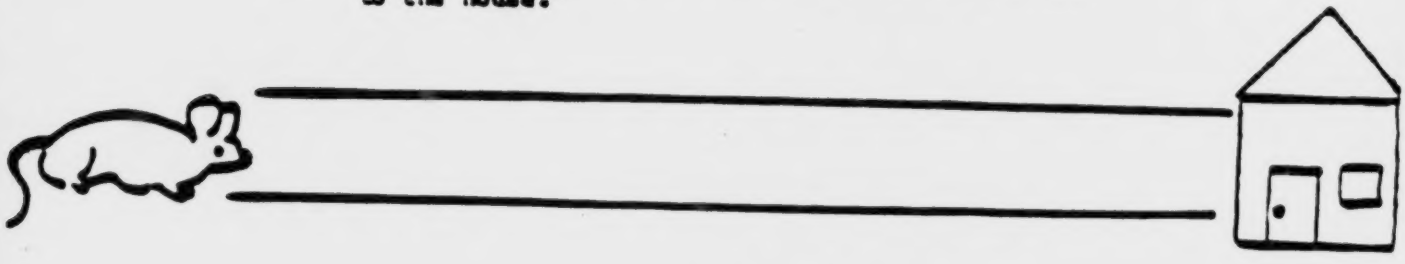
Acceptable Response

-- Using ruler, coloring marks should not exceed 1/2" at any point and approximately 2/3 rds of circle should be colored.

(Mark scoring sheet accordingly.)

34. (Using a crayon from envelope Number 34, ask pupil to draw a line between the two lines.)

SAY, "Draw a line between the two lines from the mouse to the house."



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Acceptable Response

-- Crayon line must be within parallel lines and connect the mouse to the house or come within at least 1/2" of touching both the mouse and the house.

(Mark scoring sheet accordingly.)

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55. (Using cut-out forms from envelope Number 55, place them on the table facing the child in the order shown below. Then take a similar set from envelope Number 55 and ask the child to make the same pattern.)

SAY, "You make your row look just like mine."

Acceptable Response

-- Linear order must be the same as the example.

(Mark scoring sheet accordingly.)

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56. (Child must be seated across the teacher. Teacher places his/her 5 toy cars from envelope Number 56 on the oaktag circle. The teacher puts down the parking strip, one in front of the child and another at least 10 inches away from that one and parallel to it.)

SAY, "We are going to build parking lots. First, you watch how I park my cars and trucks."

(From the circle the teacher takes 5 cars and places them on teacher parking strip #2 in the same predetermined order for all children as printed on parking strip. Teacher then places the child's 5 toy cars on the oaktag circle and asks the child to park his/her cars on child's parking strip #1 to look just like the teacher's.)

SAY, "Park your cars just like mine."

Acceptable Response

-- Linear order of cars must be the same as the teacher's order according to color.

(Mark scoring sheet accordingly.)

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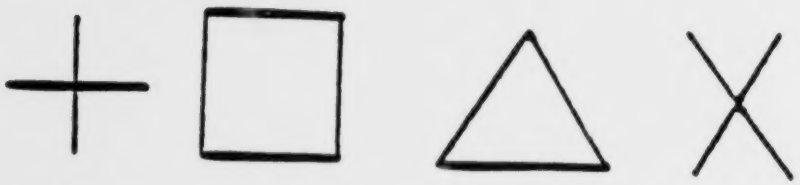
57-60. (Using cards from envelope Number 57-60, show one card at a time in the following order. Hand an extra sheet of paper to the child to draw the figures.)



SAY, "Draw a shape like this one."

Acceptable Response

-- See Appendix B for acceptable drawings as shown in Administration and Scoring Manual for the Developmental Test of Visual Motor Integration.

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61. (Given the directive [opportunity] to hop on one foot, the child will be able to take five consecutive hops on either foot.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

---

62. (Given a mark on the floor, the child will be able to jump over it by simultaneously lifting both feet from the floor and propelling his/her body forward and landing with feet together.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

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63. (Given a directive [opportunity] to skip, as a participant in any group activity which involves skipping, the learner will be able to skip using alternate feet, for a distance of ten or more feet.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

- - - -

APPENDIX C

ATTACHMENTS

APPENDIX C

ATTACHMENT A

PK-SORT INVENTORY OF MATERIALS

PART I: COGNITIVE DEVELOPMENT SUBTEST

Item 1. - 1 feely sock with a zipper in it.

Item 2. - 1 feely sock with a toothbrush in it.

Item 3. - 1 feely sock with a plastic egg in it.

Items 4-7. - picture of a postman, policeman, truck driver, and snack bar attendant.

Item 8. - 4 green and 4 yellow candies (4 round and 4 rectangular)

Item 9. - 5 circles (3-3/4" diameter) and 4 triangles (3-7/8" sides)

Item 10. - 4 bears of varying heights/sizes

Item 11. - 4 girl paper dolls of varying heights/sizes and 1-12" ruler for base (9-1/2", 7-7/8", 6-1/4", and 5-1/4" tall)

Sample - 3 pictures of Mother mixing cake, baking cake, and serving cake.

Item 12. - 3 pictures of Dad writing letter, walking to mailbox, and mailing letter.

Item 13. - 3 pictures of Boy falling in mud, taking bath, and then all clean.

Item 14. - 1 picture of a picnic.

PART II - PSYCHOMOTOR DEVELOPMENT SUBTEST

Items 51-52. - ¼-inch square pieces of paper and 1 pair of scissors.

Items 53-54. - paper with a 3-inch circle and a mouse/house illustration on it. (template for 3-inch circle scoring.)

Item 55. - 4 house illustrations and 6 face illustrations.

Item 56. - 2 strips of oaktag (3" x 8-1/2") for parking lots
1 oaktag circle (5-1/8" in diameter) for setting out cars and trucks
5 sets of different colored cars and/or trucks (2 per set).

Items 57-60. - oaktag flash cards (5-1/2" x 5-1/2") of a square figure, a triangle figure, a plus sign, and an "X". multiple sheets of paper set up for students to replicate figures with four quadrants.

Item 62. - 1 strip of tape or mark on the floor is needed.

Item 64. - a 2" x 4" x 10' piece of lumber or a balance board is needed.

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APPENDIX C

ATTACHMENT 3

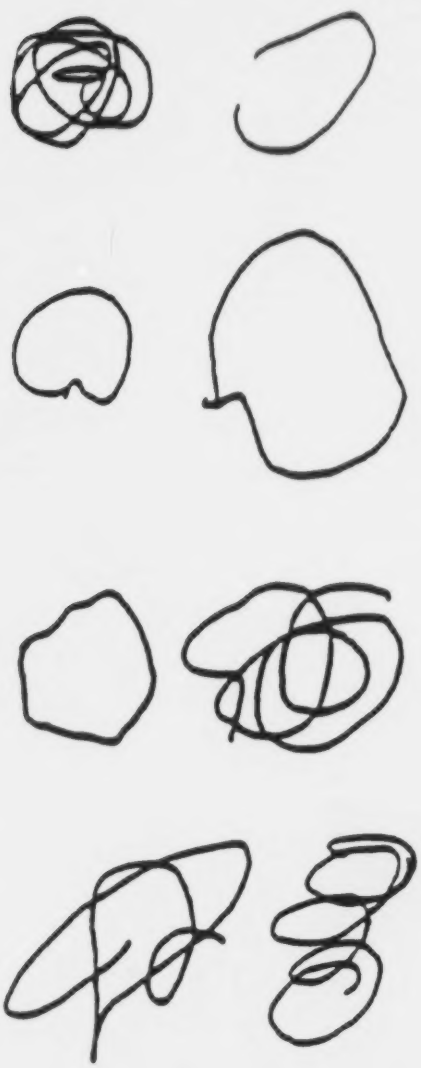
FORM 3 Circle

Scoring Criteria

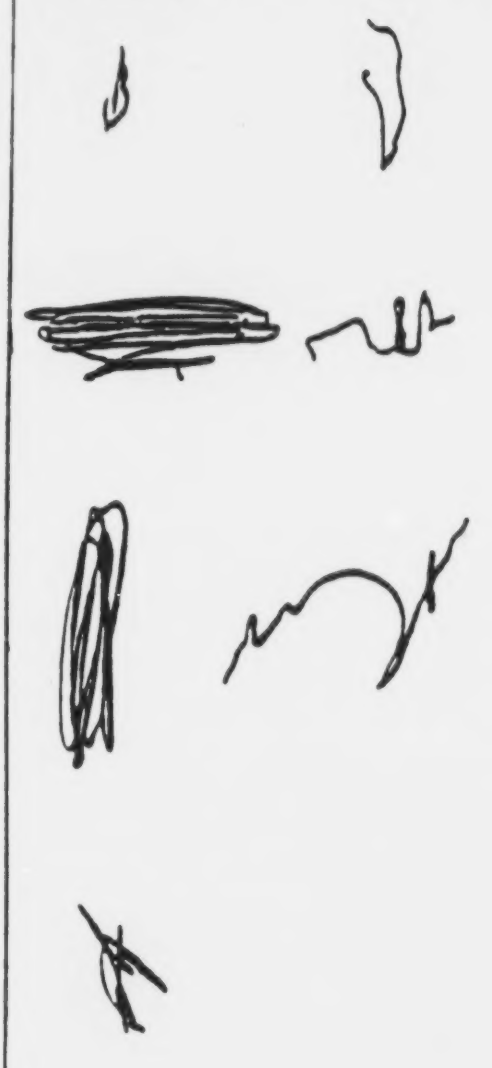
Predominantly circular lines

Age Norms
(Imitated)
2.9
(Copied)
3.0

Passing



Failing



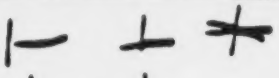
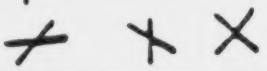
APPENDIX C

ATTACHMENT B

FORM 4 Vertical-Horizontal Cross

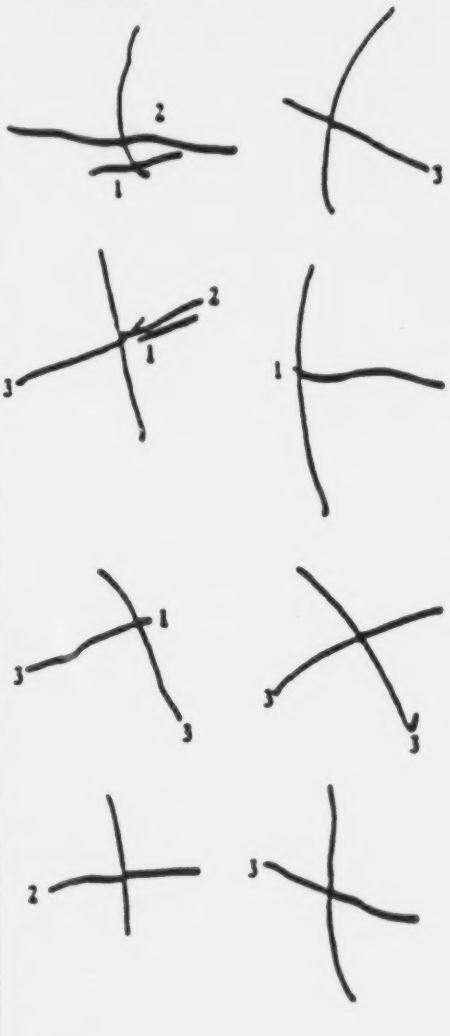
Age Norm 4;1

Scoring Criteria

1. Two fully intersecting lines	not	
2. Two continuous lines	not	
3. At least ½ of each line within 20° of its correct orientation	not	

Passing

Failing



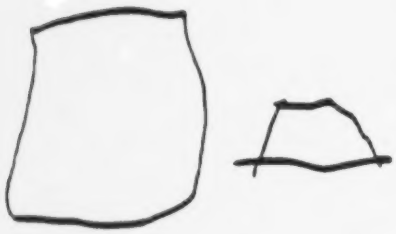
FORM B Square
Scoring Criteria

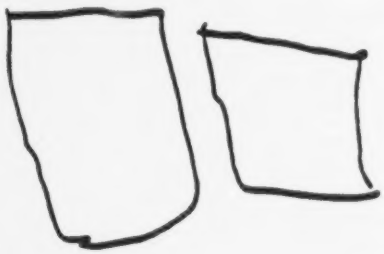
Age Norm 4.6

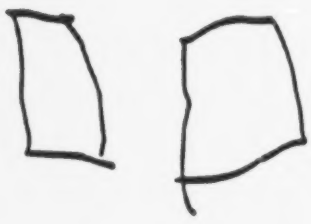
Four clearly defined *sides*
(corners need not be angular)

not

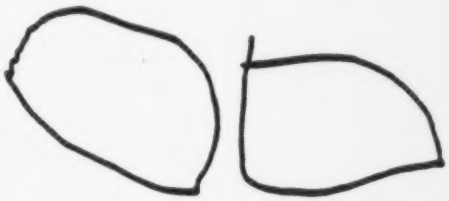
Passing







Failing

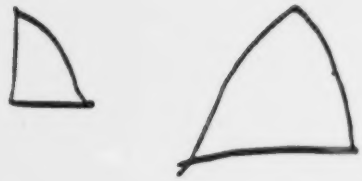


FORM 9 Triangle
Scoring Criteria

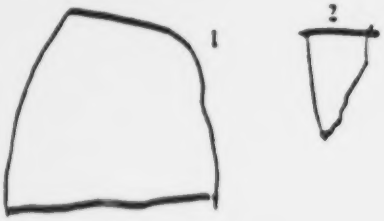
Age Norm 5:3

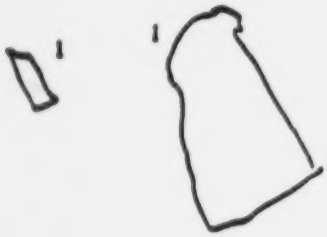
1. Three clearly defined sides	not	
2. One corner higher than others	not	

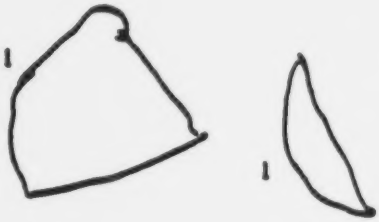
Passing



Failing







APPENDIX D

DECISION RULES

Prekindergarten/MECEP Tally Sheets

- To be counted, students must have attended program at least four months; counted at the school at which data is reported ("moved to" is not counted unless data of "receiving" school does not contain "moved" student).

- To be counted as attaining individual standard:

  - Half year:

    -- At least two occurrences "helps in the classroom"
    -- At least two occurrences "meetings"
    -- At least five occurrences "home activities"

  - Whole year ($\geq$ 6 months in program)

    -- At least four occurrences "helps in classroom"
    -- At least four occurrences "meetings"
    -- At least nine occurrences "home activities"

Table E-1

Percent of Students Attaining Mastery on PK-SORT Objectives by Building

PreK SORT Objective (Crit.)[a]	BUILDING															PROGRAM WIDE (n=478)
	Baillie (n=37)	Coulter (n=30)	Emerson (n=34)	N. Haley (n=34)	Heavenrich (n=39)	Houghton (n=38)	Jones (n=29)	Longfellow (n=40)	Longstreet (n=31)	Loomis (n=40)	Morley (n=18)	J. Rouse (n=33)	Salina (n=20)	Webber I (n=37)	Webber II (n=18)	
1 (80)	100.0	100.0	94.1	91.2	94.9	100.0	100.0	95.0	93.5	50.0	100.0	90.9	70.0	89.2	94.4	90.6
2 (90)	91.9	96.7	97.0	91.2	94.9	100.0	100.0	100.0	90.3	90.0	100.0	93.9	85.0	91.9	100.0	94.8
3 (50)	59.4	76.7	76.5	70.6	97.4	97.4	55.2	87.5	96.8	57.5	77.8	66.7	60.0	70.3	88.8	76.2
4 (70)	62.1	76.7	61.8	67.6	94.4	86.8	58.6	100.0	93.5	57.5	61.1	78.8	55.0	81.1	83.3	75.7
5 (50)	97.3	93.3	85.3	88.2	82.0	55.2	75.9	92.5	87.1	90.0	83.3	60.6	55.0	86.5	100.0	82.4
6 (85)	94.6	100.0	97.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	94.6	100.0	99.0
7 (80)	91.9	100.0	97.0	73.5	100.0	100.0	96.6	97.5	100.0	87.5	100.0	93.9	100.0	89.2	100.0	94.6
8 (65)	89.2	96.7	70.6	52.9	87.2	100.0	96.6	82.5	93.5	40.0	100.0	78.8	70.0	94.6	100.0	82.2
9 (50)	89.2	93.3	85.3	85.3	92.3	100.0	86.2	95.0	100.0	80.0	94.4	90.9	80.0	91.2	94.4	90.6
10 (80)	86.5	96.7	82.4	88.2	100.0	100.0	100.0	100.0	93.5	87.5	100.0	97.0	90.0	94.6	100.0	94.1
11 (65)	75.7	80.0	55.9	38.2	71.8	68.4	65.5	70.0	87.1	52.5	72.2	42.4	40.0	75.5	94.4	65.5
12 (65)	35.1	50.0	35.3	52.9	87.2	94.7	27.6	65.0	58.1	60.0	38.9	39.4	20.0	73.0	38.9	54.8
13 (80)	91.9	93.3	97.0	88.2	94.9	100.0	86.2	90.0	90.3	90.0	100.0	87.8	80.0	91.9	100.0	92.0

Note. N=478.

[a]Represents criteria for each objective.

APPENDIX F

Table F-1

Prekindergarten Families Attaining Objectives Regarding the Parents as Partners

School	Number of Students Enrolled[a]	Parent Participation Objective 14 #	Parent Participation Objective 14 %	Parent Meetings Objective 15 #	Parent Meetings Objective 15 %	Homework Activities Objective 16 #	Homework Activities Objective 16 %
Baillie	43	35	(81.4)	34	(79.1)	36	(83.7)
Coulter	32	31	(97.0)	30	(93.8)	29	(90.6)
Emerson	42	21	(50.0)	31	(73.8)	41	(97.6)
Haley	35	28	(80.0)	27	(77.1)	34	(97.1)
Heavenrich	44	37	(84.1)	41	(93.2)	44	(100.0)
Houghton	41	40	(97.6)	41	(100.0)	41	(100.0)
Jones	39	37	(94.9)	39	(100.0)	39	(100.0)
Longfellow	43	34	(79.1)	34	(79.1)	43	(100.0)
Longstreet	35	29	(82.9)	28	(80.0)	35	(100.0)
Loomis	41	36	(87.8)	35	(85.7)	35	(85.7)
Morley	20	11	(55.0)	18	(90.0)	20	(100.0)
Rouse	36	28	(77.8)	30	(83.3)	32	(88.9)
Salina	22	18	(81.8)	15	(68.2)	11	(50.0)
Webber I	37	30	(81.1)	34	(91.9)	37	(100.0)
Webber II	20	18	(90.0)	19	(95.0)	18	(90.0)
TOTAL	530[b]	433	(81.7)[c]	456	(86.0)[c]	495	(93.4)[c]

Note. N=530.

[a]Number of students enrolled and attending program for at least four months.
[b]While some students were enrolled at more than one site during that year, each individual student was counted only once in these statistics.

[c]Objective attainment:

—Parent participation by at least 60% for at least four school activities.
—Parent meetings by at least 60% for at least four Friday meetings.
—Homework activities by at least 80% for at least nine home activities.
(See Appendix D for additional decision rules.)

EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PRODUCT EVALUATION REPORT

1994/95

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

PREKINDERGARTEN PROGRAM
PRODUCT EVALUATION REPORT

1994/95

An Approved Report of the

Department of Evaluation, Testing, and Research

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Barry E. Quimper, Director
Evaluation, Testing, and Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

June, 1995

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Program Description

Saginaw's Prekindergarten Program, which has been in operation for the past 25 years, is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. The ultimate purpose of this program is to prepare inner city children, most of whom come from backgrounds that may not have equipped them with these skills, for entry into kindergarten. The program has goals and objectives (see Appendix A) that children, teachers, and parents work toward throughout the year. After a year of prekindergarten, these children should at least be on par with other children as they enter kindergarten.

This year there were approximately 495 children enrolled at 14 elementary buildings (Webber Elementary 1.5, Salina .5, and Morley .5 full-time equivalent classrooms). See Appendix B for counts by site. For the 14th consecutive year, the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) was individually administered. Any pre-schooler receiving a raw score of 17 or below was selected to participate in the program initially and those scoring higher were granted entry on the basis of need (the next most needy score) at the conclusion of the general screening.

The prekindergarten staff included a staff supervisor, 15 certified teachers, 15 teacher aides, and a clerical aide. With the exception of the half-day sites, each school operated at least two sessions, one from 8:50 a.m. to 11:33 a.m., and another from 12:33 p.m. to 2:55 p.m. Class sizes were approximately 20 children per half-day session.

Evaluation Procedures

This report presents the results of the product evaluation of the 1994-95 Prekindergarten Program. A process evaluation was also conducted this year, and these findings are reported in a separate report.

Product Evaluation

A product evaluation measures the end results of a particular program. The major product (or outcome) question was: Did the program attain the objectives it set out to accomplish?

To answer this question, the Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to assess student achievement (see Appendix C for a copy of PK-SORT). The PK-SORT included 31 items dealing with both psychomotor and cognitive program areas. The first 17 items measured the program's nine cognitive objectives while the remaining 14 dealt with the four fine and gross motor objectives.

The other evaluation instrument is the Parents as Partners Sheet, on which each teacher records the amount and type of parent participation that occurred during the year (objectives 14-16). Due to the mobility of children into and out of the program, a decision rule was developed to define the mastery criteria for less than a school year's attendance related to objectives 14-16 (see Appendix D for the decision rules).

PRESENTATION AND ANALYSIS OF PRODUCT DATA

Prekindergarten Saginaw Objective Referenced Tests (PK-SORT)

The results of the PK-SORT are presented below. PK-SORT results are reported separately for both cognitive and psychomotor subtest areas. The following results are based upon the testing of over 475 pupils during April 24-May 17, 1995. Summary post-test data for the cognitive subtest are contained in Table 1 below. The cognitive subtest measures nine objectives.

Table 1

Pupils Attaining Objectives of the Prekindergarten SORT Cognitive Subtest

Obj. #	Objective Description	Standard	Pupils Attaining Standard #	%	Attainment of Objective
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	460	(96.2)	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	458	(95.8)	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	392	(82.0)	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	373	(78.0)	Yes
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	398	(83.4)	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	475	(99.4)	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use a sentence of 5 or more words	455	(95.2)	Yes
8	Expressive Language: Semantics	65% of the pupils will use at least 2 of 5 elements of fluency	380	(79.5)	Yes
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	435	(91.0)	Yes

Note. N=478.

Analysis of the data contained in the above table reveals the following:

- Prekindergarten pupils attained nine of the nine (100.0%) cognitive objectives.
- The Knowledge: Logical-Mathematical-Seriation showed the lowest attainment (78.0%).
- Objective 6 (Expressive Language: Labeling) continued to demonstrate the greatest percentage of attainment (99.4%).

Summary data for the psychomotor subtest are presented in Table 2 which follows. The psychomotor subtest measures four objectives.

Table 2

Pupils Attaining Objectives on the Prekindergarten SORT Psychomotor Subtest

Obj. #	Objective Description	Standard	Pupils Attaining Standard #	%	Attainment of Objective
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	439	(91.8)	Yes
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	330	(69.0)	Yes
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	251	(52.5)	No
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movement	451	(94.4)	Yes

Note. N=478.

Analysis of the above data reveals the following results:

- Prekindergarten pupils attained three of the four objectives (75.0%).
- Objective 12 (Representation at the Symbol Level: Specific Shapes) showed the lowest attainment (52.5%) and is the only objective not mastered by the group.
- Objective 13 (Gross Motor Coordination) demonstrated the highest attainment (94.4%).

The presentation of cognitive and psychomotor post-test achievement data by building are shown in Appendix E.

A comparison of this year's PK-SORT post-test results with the last year is reflected in Table 3 below.

Table 3

Difference Between 1994 and 1995 Pupil Attainments on Prekindergarten SORT

Obj. #	Objective Description	1993 Pupils Attaining Standard #	1993 Pupils Attaining Standard %	1994 Pupils Attaining Standard #	1994 Pupils Attaining Standard %	Difference Between 1993 and 1994 %
1	Physical Knowledge (80)[a]	433	90.6	460	96.2	5.6
2	Social Knowledge (80)	453	94.8	458	95.8	1.0
3	Knowledge: Classification (50)	364	76.2	392	82.0	5.8
4	Knowledge: Logical-Mathematical-Seriation (70)	362	75.7	373	78.0	2.3
5	Spatio-Temporal Knowledge: Structure of Time (50)	394	82.4	398	83.4	1.0
6	Expressive Language: Labeling (85)	373	99.0	475	99.4	0.4
7	Expressive Language: Mean Length of Utterance (80)	452	94.6	455	95.2	0.6
8	Expressive Language: Semantics (65)	380	82.2	380	79.5	- 2.7
9	Expressive Language: Plot Extension/Expansion (50)	433	90.6	435	91.0	0.4
10	Fine Motor Coordination (80)	450	94.1	439	91.8	- 2.3
11	Spatio-Temporal Knowledge: Structuring of Space (Order) (65)	313	65.5	330	69.0	3.5
12	Representation at the Symbol Level: Specific Shapes (65)	262	54.8	251	52.5	- 2.3
13	Gross Motor Coordination (80)	440	92.0	451	94.4	2.4

Note. N=478 for 1993. N=478 for 1995.

[a]Mastery criteria for each objective stated in percent.

A review of the above table indicates that:

- For 1994 compared to 1995:

  - Of the 13 objectives, 10 showed increases while the remaining three objectives showed minor decreases in the percent of pupils meeting the mastery criteria. Program staff and leadership should be complemented about the increased performance of their pupils this year compared to those of last year.

  - The decreases ranged from -2.3 to -2.7 percentage points while the inceases ranged from 0.4 to 5.6 percentage points.

  - The largest decrease was shown by Objective 9 (Expressive Language: Semantics (-2.7).

  - Overall, most of the objective attainments are well above the stated criteria and the observed decreases are most probably due to variations in the new cohort rather than a general trend of the program.

Parents as Partners

Parent participation has always been an important part of the Prekindergarten Program. This component is designed to provide parents with the skills they need to become directly involved in their children's education. Parents and other members of the family frequently are quite eager to provide these learning experiences for their child. The parenting component can provide them with specific information on how their interactions can contribute to their child's development.

The parent program had three main objectives:

14. 60% of the prekindergarten families will participate in the classroom or on field trips four times per year.

15. 60% of the prekindergarten families will participate in parent meetings four times per year.

16. 80% of the prekindergarten families will complete with the child, nine home activities and return them to school.

The evaluation of this year's parenting component consisted of a year-end analysis of the data collected and recorded during the year.

Parent participation is an important component of this program. Table 4 below presents a detailed view of how the program fared on each of the three objectives.

Table 4

Attainment of Parents as Partners Objectives

Objective Number	Families Meeting Standards #	%	Objective Attained
14 (60%)[a]	397	75.2	Yes
15 (60%)	434	82.2	Yes
16 (80%)	481	91.1	Yes

Note. N=528 families.

[a]Mastery criteria for each objective stated in percent.

As an analysis of the above data indicates, the parenting component was a success. All three objectives met the attainment standard. Parenting data by building can be found in Appendix F.

Summary and Conclusions

The 1994-95 Chapter 1 Prekindergarten Program served approximately 495 children at 14 elementary schools. A screening test was administered to each registrant at the beginning of the year to select the children who most needed this experience.

The Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to measure product outcomes on thirteen of the sixteen program objectives. The results show that the program attained nine of the nine (100.0%) objectives in the cognitive skills area, and three of the four (75.0%) objectives in the psychomotor skills area. Overall, the program was able to attain twelve (92.3%) of the thirteen objectives.

Objectives 14, 15, and 16 were also part of the product evaluation of this program. These objectives deal specifically with the Parents as Partners program component. Results show that the program attained all three of these objectives.

Thus, the Saginaw Prekindergarten Program was very successful in attaining 15 (93.8%) of the 16 objectives for the program. Review of the process and product evaluation data indicates certain areas where refinement or adjustments can be made in aiming toward further program improvement.

Recommendations

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about Chapter 1 program improvements in the following school year. These recommendations take nothing away from a program that continues to show very impressive results on an annual basis for over 24 years. This year being no exception.

The recommended ideas and techniques offered below stem from a perceived problem and are just one of many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem. The staff and evaluator should be brought into these discussions so that all involved feel part of the proposed new operation of the program.

1. The teachers and program supervisor should jointly explore the probable circumstances for relatively poor achievement on objective 12 and develop an instructional management system which will lead to attaining this objective, (#12 dealt with Representation at the Symbol Level: Specific Shapes).

2. As with any educational program, the program supervisor and teaching staff should analyze the building results presented by objective, in order to formulate a plan to reduce differences in program impact across buildings. <u>This program and staff consistently receives a hard core population of at-risk youngsters and provides an excellent educational experience through their continuous review process</u>.

3. With respect to language enhancement activities, the frequency of exact statement to restatement with extension of students by teacher (50/50) seems good, however, a target of 60/40 would help encourage more language for children and be more appropriate for second semester portion of the program. An inservice on how to increase the frequency of restatement of student produced responses with extenion may be warranted.

APPENDICES

APPENDIX A

1994-95 CHAPTER 1 PREKINDERGARTEN OBJECTIVES

1. Physical Knowledge

   80% of the pupils will demonstrate properties of and display appropriate behavior for exploring properties of objects by correctly responding to 2 of 3 items.

2. Social Knowledge

   80% of the pupils will demonstrate knowledge of social roles by correctly responding to at least three of four items.

3. Knowledge: Classification

   50% of the pupils will successfully apply two criteria for sorting: color and/or form.

4. Knowledge: Logical-Mathematical-Seriation

   70% of the pupils will compare and arrange objects according to a given dimension of coordinating transitive relationships of at least one of two items of this objective.

5. Spatio-Temporal Knowledge: Structuring of Time

   50% of the pupils will respond correctly to at least 50% of the items related to temporal ordering of events.

6. Expressive Language: Labeling

   85% of the pupils will label at least four objects in the birthday party picture.

7. Expressive Language: Mean Length of Utterance

   80% of the pupils will use sentences of at least five words to describe the birthday party picture.

8. Expressive Language: Semantics

   65% of the pupils will use at least two of five elements of fluency in their description of the birthday party picture.

APPENDIX A

1994-95 CHAPTER 1 PREKINDERGARTEN OBJECTIVES (Cont.)

9. Expressive Language: Plot Extension/Expansion

   50% of the pupils will use at least one element of plot extension in their description of the birthday party picture.

10. Fine Motor Coordination

    80% of the pupils will successfully perform at least three of four activities involving hand/eye coordination.

11. Spatio-Temporal Knowledge: Structuring of Space (Order)

    65% of the pupils will correctly respond to topological relationships of order or pattern.

12. Representation at the Symbol Level: Specific Shapes

    65% of the pupils will copy successfully three of four shapes.

13. Gross Motor Coordination

    80% of pupils will successfully complete at least three of four large movements of the body.

14. Parent Participation

    60% of the adult members of the prekindergarten family will participate in school activities at least four times per year.

15. Parent Education Program: Friday Meetings

    60% of the adult members of the prekindergarten family will participate in at least four Friday meetings.

16. Parent Education Program: Home Work Activities

    80% of the adult members of the prekindergarten family will help the child complete at least nine prekindergarten home activities and return them to school.

APPENDIX B

Prekindergarten Participants by Building as of February 23, 1995

Elementary Building	Number of Participants
E. Baillie	30
Coulter	36
Emerson	39
Nelle Haley	40
Heavenrich	37
Houghton	39
Jones	32
Longfellow	39
Longstreet	38
Jessie Loomis	39
Morley	17
Jessie Rouse	36
Salina	20
Webber Elementary	53
TOTAL	495

Prekindergarten

SAGINAW OBJECTIVE REFERENCED TEST (PK-Sort)

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Superintendent, Foster B. Gibbs, Ph.D.

Rev. 0590

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APPENDIX C

DIRECTIONS FOR ADMINISTERING

PREKINDERGARTEN SAGINAW OBJECTIVE REFERENCED TEST (PK-SORT)

This test is to be administered on a one-to-one basis. It is important that each testing situation be essentially the same for all pupils. Very careful attention should be given to the detailed instructions that are provided in these directions, as well as the instructions that are incorporated into the test itself.

All teacher directions that are included in the test will be in parentheses ( ) and are not to be read to the pupil. The teacher should be familiar with all questions as well as the materials that are to be used in administering the test. The test kit should be checked for inclusion of a complete set of the manipulative materials and flash cards. (See Appendix A for an inventory of these materials.)

In administering the test, the teacher is to score the pupil response to each item as it is given. Each item is scored on a right or wrong basis. The content of each pupil response is to be accepted by the teacher at face value. The teacher should be careful not to provide the pupil with any verbal or non-verbal signals that might influence the pupil's thinking or eventual answer.

It is appropriate for the teacher to provide help that ensures that the pupil understands the task to be performed. In order to facilitate this understanding, each set of instructions should be given and then be repeated. Some pupils benefit from a pause or a "wait time" before they are required to give a response. It is permissable to have a pupil start over if it appears that he/she has forgotten the task, or is confused as to what to do. The pupil should be given up to 30 seconds to respond to any given item. Every

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attempt should be made to administer all items of the test to all pupils. The teacher should take as much time as reasonably necessary to complete the test. If appropriate, the test can be given over a number of days and in a number of settings.

Since the teacher is to judge the correctness or incorrectness of each pupil response, the directions for each test item contains a section on correct or acceptable responses. A clear understanding of the acceptable responses provided in the test instructions will ensure that the teacher can quickly and consistently score each item. Responses are to be scored and coded on the answer sheet as the pupil answers each question. The following symbols are to be used for scoring:

A for correct responses and

B for incorrect or no responses

A machine scoreable answer sheet will be used to record the pupil's responses. The teacher should carefully follow the procedures that are outlined in the "Directions for Completing the Prekindergarten SORT Answer Sheets". These directions will be included in the packet containing the machine scoreable answer sheets.

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APPENDIX C

PREKINDERGARTEN SORT TEST ITEMS

PART I: COGNITIVE DEVELOPMENT SUBTEST

(Remember, all statements in parentheses ( ) are intended for your use and are not to be read to the child. In recording answers on your answer sheet, you should code A = correct response and B = incorrect or no response.)

1. SAY, "Let's play a game where you have to tell me about things you cannot see."

   (Hand the pupil feely sock Number 1. It contains a metal zipper.)

   SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

   (Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

   Acceptable Responses

   -- Name of the object
   -- Shape of the object
   -- Use of the object
   -- Name of the material of the object
   -- Texture of the object

   SAY, "Let's take a look at it. Now, let's do another one."

   (Put away sock Number 1 making sure that the zipper is put back, take out sock Number 2.)

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2. (Hand the pupil feely sock Number 2. It contains a toothbrush.)

SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

(Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

Acceptable Responses

— Name of object
-- Shape of the object
— Use of the object
-- Name of the material of the object
— Texture of the object

SAY, "Let's take a look at it. Now, let's do another one."

(Put away Number 2 making sure that the toothbrush is put back, take out sock Number 3.)

- - - -

4. SAY, "Now let's take a look at some pictures and talk about them."

(Show the child the picture marked with the Number 4 on the back. As you are holding it follow these directions.)

SAY, "Tell me who this worker is. What does s/he do?"

(Pause for response, listening for one of the acceptable responses listed below.)

Acceptable Responses

-- Name of the role or title of the worker or
— A description of what s/he does or how the worker helps us.

(Mark your scoring sheet accordingly.)

5-7. (Put away picture Number 4 and continue following the same directions for pictures 5, 6, and 7. Remember to mark on your scoring sheet after each question.)

- - - -

9. SAY, "In just a minute we will play a game with some circles and triangles which should be lots of fun."

(Open the envelope marked Item Number 9 and randomly place the shapes in front of the pupil. As you describe what the pupil is to do, gesture with your hands to represent two piles.)

SAY, "Put the shapes that are the same into two piles. All the shapes in each pile should be alike."

(Pause for the child to group the shapes. Make sure that the groups are correct according to the acceptable response listed below.)

Acceptable Response

— Grouping according to form

(Mark your scoring sheet accordingly.)

- -

10. SAY, "Now let's play with some toy bears. They are a family."

(Remove toy bears from envelope marked item Number 10 and allow child to play with and talk about the bear family.)

SAY, "Now, can you put this family from the biggest to the smallest?"

(Pause for the child to arrange the bears from biggest to smallest or the reverse order. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four bears from biggest to smallest or
— All four bears from smallest to biggest

(Mark your scoring sheet accordingly.)

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11. SAY, "Now let's take a look at some pictures and put them in order."

(Open the envelope marked Item 11 and randomly place the four pictures in front of the child.)

SAY, "Here are four girls. Some of the girls are tall, some are short. Put the girls in a row from tallest to shortest."

(Provide a ruler as base. Pause for the child to arrange the girls. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four pictures from tallest to shortest or
-- All four pictures from shortest to tallest

(Mark your scoring sheet accordingly.)

- - - -

12. SAY, "Let's do another story."

(Put Item 12 pictures out in order of #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

Daddy wrote a letter.
He walked to the mailbox.
He mailed the letter to his friend.

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

13. SAY, "Let's do another story."

(Put Item 13 pictures out in order #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

The boy fell in the mud.
He took a bath.
Now he is all clean!

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

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14. SAY, "I have a picture here out of a story book. It's part of the story, but the words are missing. Would you look at my picture and help me with the story?"

(Teacher hands child the picture from folder marked Number 14.)

SAY, "Tell me what you see in this picture."

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

-- Name at least four objects in picture

(Need not identify correctly)

For example:

dog	ball
squirrel	cars
boys	slide
girls	picnic table
baby	tree
cup	blanket
grandma	bottle
sandwich	clover
pie	flowers
glass	chair

Incorrect Responses

— Did not talk
-- Named less than four objects
— Gave irrelevant responses

(Mark your scoring sheet accordingly.)

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(Child continues to use picture marked Number 14.)

15. SAY: "Tell me what you think is happening in the picture?"
"Can you tell me more about the picture?"

(Pause for the child to tell the story. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Uses a sentence of 5 or more words

Incorrect Responses

— Child does not talk
-- Uses sentences of four words or less
— Uses phrases

(Mark your scoring sheet accordingly.)

16. (Score story given for item 15 in terms of acceptable responses given below.)

Acceptable Response

-- Uses at least 3 or 5 of the listed elements of fluency. *

Incorrect Response

-- Uses less than 3 of the listed elements of fluency. *

* Fluency consists of additional responses using:

— Modifiers (uses adjectives or adverbs.)
-- Spatial elements (uses prepositions indicating position.)
-- Number words
-- Emotional or feeling words
— Sequence (uses phrases to describe a series of events.)

(Mark your scoring sheet accordingly.)

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17. (Child continues to hold the picture from the folder marked Number 15.)

SAY, "What do you think will happen next? What will they do when the picnic is over?"

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Child uses 1 or more of the elements listed below as a plot extension. * Any of the extensions below should be acceptable.

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

Incorrect Response

-- Child does not use plot extension. *

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

(Mark your scoring sheet accordingly and put the picture away.)

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PART II: PSYCHOMOTOR ABILITIES SUBTEST

51. (From envelope marked Number 51, ask pupil to fold a 5" x 5" sheet of paper in half. Teacher demonstrates with a sample.)

SAY, "Fold the paper in half."

Acceptable Response

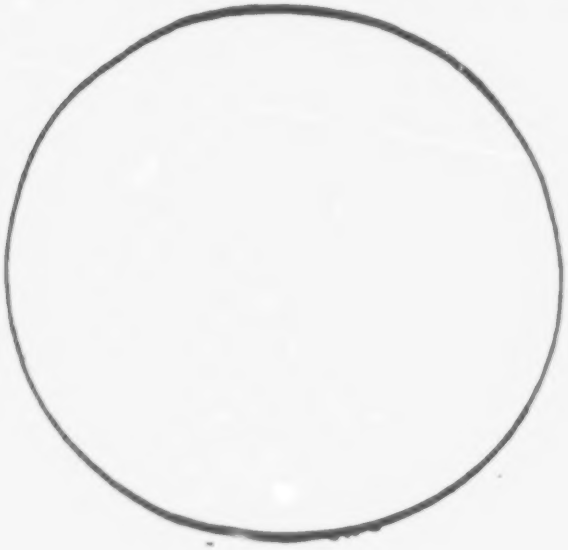
-- Using ruler, folds should show an accuracy + 3/8" in any direction.

(Mark scoring sheet accordingly.)

- - - -

53. (Using a crayon from envelope Number 53, ask pupil to color inside the outline of the circle.)

SAY, - "Color inside this circle. Color all of the circle."



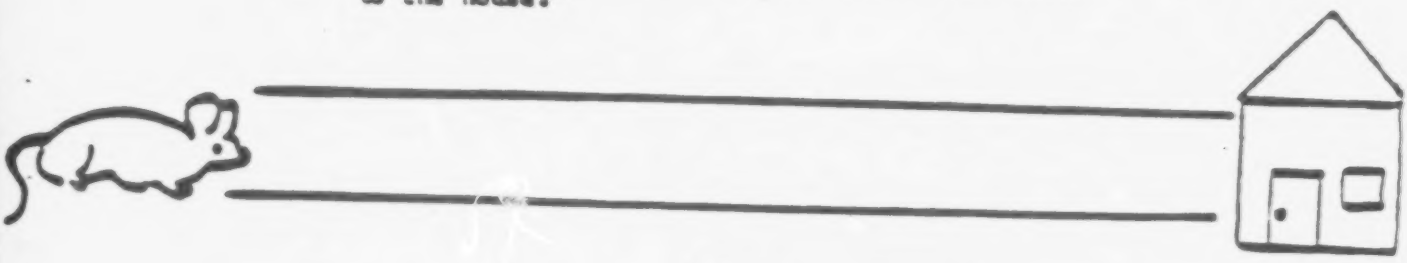
Acceptable Response

-- Using ruler, coloring marks should not exceed 1/2" at any point and approximately 2/3 rds of circle should be colored.

(Mark scoring sheet accordingly.)

54. (Using a crayon from envelope Number 54, ask pupil to draw a line between the two lines.)

SAY, "Draw a line between the two lines from the mouse to the house."



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Acceptable Response

-- Crayon line must be within parallel lines and connect the mouse to the house or come within at least 1/2" of touching both the mouse and the house.

(Mark scoring sheet accordingly.)

55. (Using cut-out forms from envelope Number 55, place them on the table facing the child in the order shown below. Then take a similar set from envelope Number 55 and ask the child to make the same pattern.)

SAY, "You make your row look just like mine."

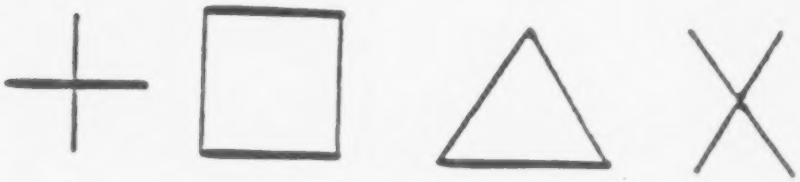
Acceptable Response

-- Linear order must be the same as the example.

(Mark scoring sheet accordingly.)

- - - -

57-60. (Using cards from envelope Number 57-60, show one card at a time in the following order. Hand an extra sheet of paper to the child to draw the figures.)



SAY, "Draw a shape like this one."

Acceptable Response

-- See Appendix B for acceptable drawings as shown in Administration and Scoring Manual for the Developmental Test of Visual Motor Integration.

---

61. (Given the directive [opportunity] to hop on one foot, the child will be able to take five consecutive hops on either foot.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

---

62. (Given a mark on the floor, the child will be able to jump over it by simultaneously lifting both feet from the floor and propelling his/her body forward and landing with feet together.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

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63. (Given a directive [opportunity] to skip, as a participant in any group activity which involves skipping, the learner will be able to skip using alternate feet, for a distance of ten or more feet.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

- - - -

APPENDIX C

ATTACHMENTS

APPENDIX C

ATTACHMENT A

PK-SORT INVENTORY OF MATERIALS

PART I: COGNITIVE DEVELOPMENT SUBTEST

Item 1. - 1 feely sock with a zipper in it.

Item 2. - 1 feely sock with a toothbrush in it.

Item 3. - 1 feely sock with a plastic egg in it.

Items 4-7. - picture of a postman, policeman, truck driver, and snack bar attendant.

Item 8. - 4 green and 4 yellow candies (4 round and 4 rectangular)

Item 9. - 5 circles (3-3/4" diameter) and 4 triangles (3-7/8" sides)

Item 10. - 4 bears of varying heights/sizes

Item 11. - 4 girl paper dolls of varying heights/sizes and 1-12" ruler for base (9-1/2", 7-7/8", 6-1/4", and 5-1/4" tall)

Sample - 3 pictures of Mother mixing cake, baking cake, and serving cake.

Item 12. - 3 pictures of Dad writing letter, walking to mailbox, and mailing letter.

Item 13. - 3 pictures of Boy falling in mud, taking bath, and then all clean.

Item 14. - 1 picture of a picnic.

PART II - PSYCHOMOTOR DEVELOPMENT SUBTEST

Items 51-52. - 4-inch square pieces of paper and 1 pair of scissors.

Items 53-54. - paper with a 3-inch circle and a mouse/house illustration on it. (template for 3-inch circle scoring.)

Item 55. - 4 house illustrations and 6 face illustrations.

Item 56. - 2 strips of oaktag (3" x 8-1/2") for parking lots
1 oaktag circle (5-1/8" in diameter) for setting out cars and trucks
5 sets of different colored cars and/or trucks (2 per set).

Items 57-60. - oaktag flash cards (5-1/2" x 5-1/2") of a square figure, a triangle figure, a plus sign, and an "X". multiple sheets of paper set up for students to replicate figures with four quadrants.

Item 62. - 1 strip of tape or mark on the floor is needed.

Item 64. - a 2" x 4" x 10' piece of lumber or a balance board is needed.

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APPENDIX C

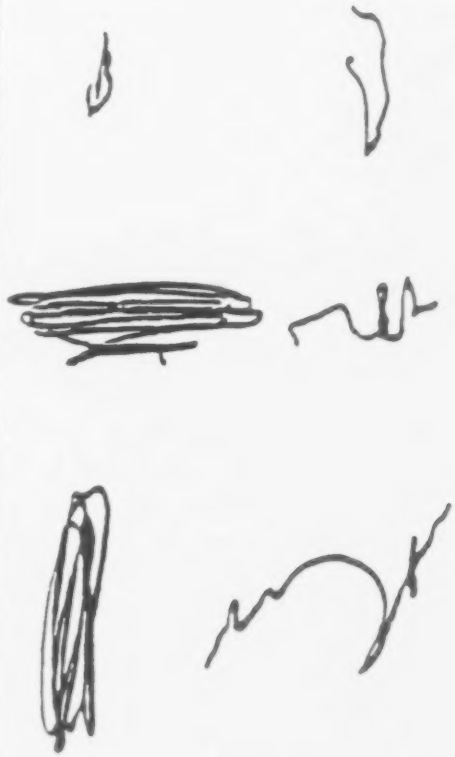
ATTACHMENT 3

FORM 3 Circle

Scoring Criteria

Predominantly circular lines

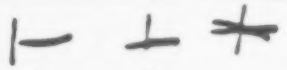
Age Norms
(Imitated)
2.9
(Copied)
3.0

Passing	Failing
	

FORM 4 Vertical-Horizontal Cross

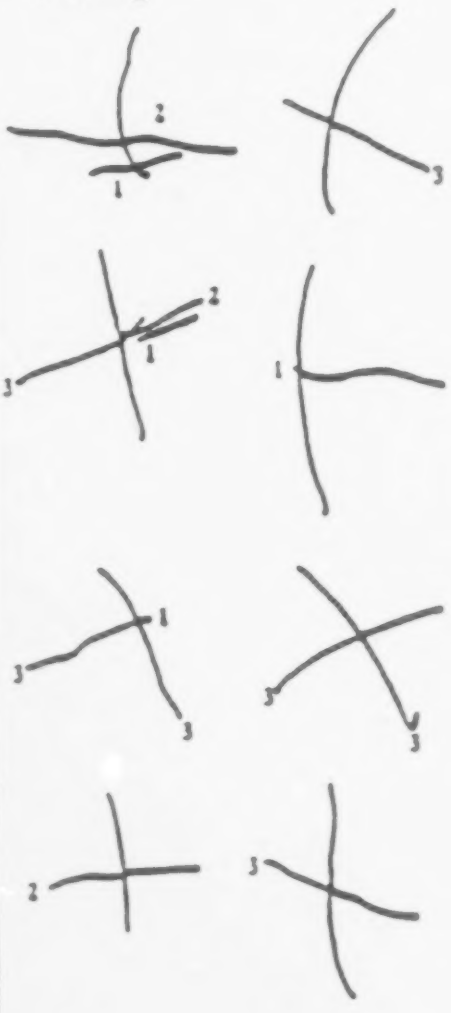
Age Norm 4;1

Scoring Criteria

1. Two fully intersecting lines	not	
2. Two continuous lines	not	
3. At least ½ of each line within 20° of its correct orientation	not	

Passing

Failing



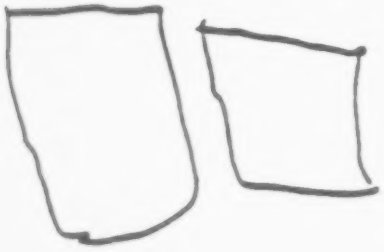
FORM 6 Square
Scoring Criteria

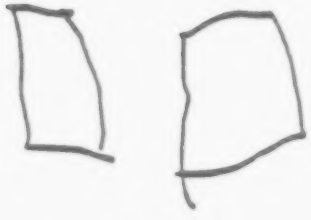
Age Norm 4.6

Four clearly defined *sides*
(corners need not be angular)

not

Passing

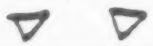




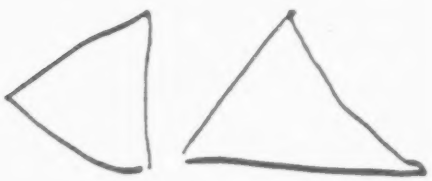
Failing

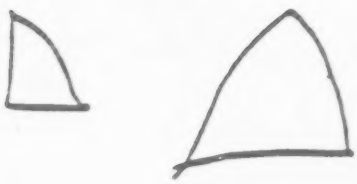
FORM 9 Triangle
Scoring Criteria

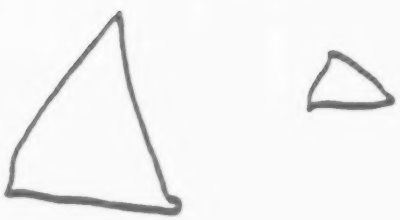
Age Norm 5:3

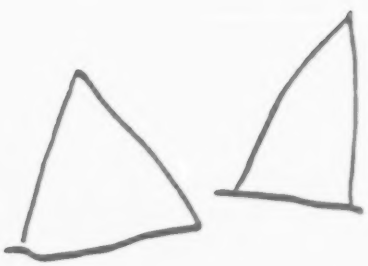
1. Three clearly defined sides	not	
2. One corner higher than others	not	

Passing

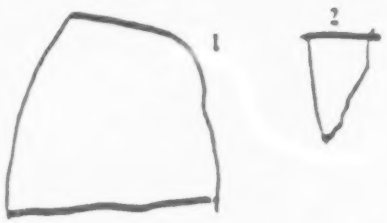


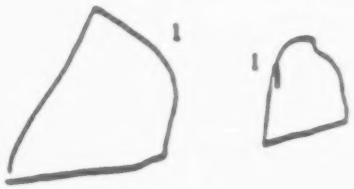






Failing





APPENDIX D

DECISION RULES

Prekindergarten/MECEP Tally Sheets

- To be counted, students must have attended program at least four months; counted at the school at which data is reported ("moved to" is not counted unless data of "receiving" school does not contain "moved" student).

- To be counted as attaining individual standard:

  - Half year:

    -- At least two occurrences "helps in the classroom"
    -- At least two occurrences "meetings"
    -- At least five occurrences "home activities"

  - Whole year ($\geq$ 6 months in program)

    -- At least four occurrences "helps in classroom"
    -- At least four occurrences "meetings"
    -- At least nine occurrences "home activities"

Table E-1

Percent of Students Attaining Mastery on PK-SORT Objectives by Building

PreK SORT Objective (Crit.)[a]	BUILDING															PROGRAM WIDE (n=478)
	Baillie (n=26)	Coulter (n=35)	Emerson (n=40)	N. Haley (n=39)	Heavenrich (n=34)	Houghton (n=38)	Jones (n=33)	Longfellow (n=38)	Longstreet (n=38)	Loomis (n=39)	Morley (n=17)	J. Rouse (n=31)	Salina (n=18)	Webber I (n=35)	Webber II (n=17)	
1 (80)	92.3	100.0	97.5	89.7	100.0	100.0	93.9	94.7	97.4	92.3	100.0	96.8	94.4	100.0	94.1	96.2
2 (80)	96.2	97.1	95.0	76.9	94.1	100.0	97.0	100.0	97.4	94.9	100.0	100.0	100.0	100.0	94.1	95.8
3 (50)	61.5	100.0	82.5	66.7	82.4	84.2	87.9	76.3	89.5	51.3	94.1	93.5	88.9	97.1	88.2	82.0
4 (70)	84.6	91.4	77.5	56.4	55.9	71.0	78.8	92.1	84.2	69.2	88.2	93.5	55.6	94.3	76.5	78.0
5 (50)	100.0	97.1	90.0	87.2	67.6	71.0	75.8	76.3	92.1	97.4	82.4	80.6	50.0	97.1	52.9	83.4
6 (85)	100.0	100.0	100.0	97.4	100.0	100.0	100.0	100.0	100.0	97.4	100.0	100.0	100.0	100.0	94.1	99.4
7 (80)	100.0	100.0	100.0	87.2	82.4	100.0	100.0	97.4	100.0	92.3	88.2	100.0	100.0	100.0	64.7	95.2
8 (65)	100.0	88.6	85.0	30.8	52.9	92.1	100.0	89.5	97.4	46.2	94.1	96.8	61.1	100.0	58.8	79.5
9 (50)	96.2	94.3	92.5	82.0	67.4	97.4	97.0	97.4	97.4	87.2	82.4	96.8	77.8	100.0	88.2	91.0
10 (80)	100.0	97.1	85.0	84.6	82.4	97.4	84.8	100.0	97.4	82.0	100.0	93.5	83.3	100.0	94.1	91.8
11 (65)	69.2	80.0	52.5	53.8	61.8	86.8	78.8	63.2	86.8	43.6	82.4	93.5	50.0	65.7	76.5	69.0
12 (65)	23.1	42.8	37.5	51.3	32.4	94.7	48.5	55.3	65.8	38.5	52.9	80.6	38.9	71.4	29.4	52.5
13 (80)	96.2	100.0	100.0	92.3	82.4	94.7	97.0	94.7	100.0	89.7	88.2	100.0	83.3	97.1	88.2	94.4

Note. N=478.

[a]Represents criteria for each objective.

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APPENDIX F

Table F-1

Prekindergarten Families Attaining Objectives Regarding the Parents as Partners

School	Number of Students Enrolled[a]	Parent Participation Objective 14 #	%	Parent Meetings Objective 15 #	%	Homework Activities Objective 16 #	%
Baillie	31	21	(67.7)	23	(74.2)	28	(90.3)
Coulter	37	36	(97.3)	30	(81.1)	33	(89.2)
Emerson	46	29	(63.0)	35	(76.1)	44	(95.7)
Haley	42	22	(52.4)	32	(76.2)	38	(90.5)
Heavenrich	42	33	(78.6)	29	(69.0)	35	(83.3)
Houghton	39	38	(97.4)	39	(100.0)	39	(100.0)
Jones	37	32	(86.5)	32	(86.5)	37	(100.0)
Longfellow	42	32	(76.2)	33	(78.6)	41	(97.6)
Longstreet	38	29	(76.3)	33	(86.8)	34	(89.5)
Loomis	42	28	(66.7)	35	(83.3)	38	(90.5)
Morley	18	16	(88.9)	17	(94.4)	15	(83.3)
Rouse	36	30	(83.3)	29	(80.6)	33	(91.7)
Salina	20	10	(50.0)	16	(80.0)	16	(80.0)
Webber I	40	32	(80.0)	34	(85.0)	39	(97.5)
Webber II	18	9	(50.0)	17	(94.4)	11	(61.1)
TOTAL	528[b]	397	(75.2)[c]	434	(82.2)[c]	481	(91.1)[c]

Note. N=528.

[a]Number of students enrolled and attending program for at least four months.
[b]While some students were enrolled at more than one site during that year, each individual student was counted only once in these statistics.

[c]Objective attainment:

--Parent participation by at least 60% for at least four school activities.
--Parent meetings by at least 60% for at least four Friday meetings.
--Homework activities by at least 80% for at least nine home activities.
(See Appendix D for additional decision rules.)

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